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ABSTRACT

This handbook aims to assist Colorado school districts as they implement Colorado's Basic Literacy Act of 1996. Suggestions in the handbook are grounded in research and aimed towards one goal: to ensure that all Colorado students are reading well. The handbook notes that the act makes three promises: Colorado educators will work in partnership with parents to teach all students to read by the end of third grade; educators will routinely assess student progress toward proficiency in reading; and schools will provide intensive reading instruction for students who need additional help. Part 1 provides an introduction to the Colorado Basic Literacy Act. Part 2 addresses building a district literacy plan (the continuum of reading services, an outline for building a literacy assessment plan, what might be in the implementation plan, and best practices in teaching reading). Part 3 discusses assessments (suggested assessments for kindergarten; examples of kindergarten assessments; suggested first, second, and third grade assessments; assessments available in Spanish; what a body of evidence is; what "cloze" procedures are; what retellings are; and how checklists and rating scales are used). Part 4 discusses individual literacy plans (ILPs) and district literacy achievement plans by posing questions and answers about ILPs and presenting six district literacy achievement plans. Appendixes contain the text of the Colorado basic Literacy Act and the rules for the administration of the act. (Contains a 43-item glossary and 16 references.) (RS)

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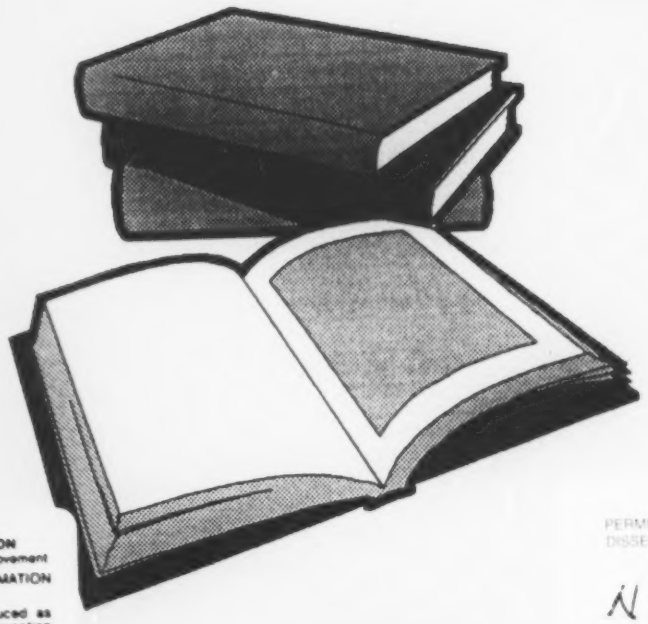
IMPLEMENTING THE COLORADO BASIC LITERACY ACT



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Implementing the Colorado Basic Literacy Act

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IMPLEMENTING THE COLORADO BASIC LITERACY ACT (CBLA)

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May, 1998

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Commonly-Asked Questions about the Colorado Basic Literacy Act

1. Why do we need the Colorado Basic Literacy Act when we have the K-4 Reading and Writing Standards?

   The standards do not define the reading proficiencies needed for children to read by third grade. The Colorado Basic Literacy Act reinforces the importance of schools and parents providing quality reading instruction and assessment to help children acquire this critical skill by third grade.

2. Can an IEP serve as an ILP (individual literacy plan) for our special education students?

   Yes. Please see pgs. 8, 12, and 38.

3. Should we just use a norm-referenced test to determine reading level of our K-3 students?

   No. You should use a body of evidence for students of all ages. One test score will not provide a comprehensive picture of a student's reading level. Please see Section III, page 17.

4. How and when do we report literacy data in C.R.S. 22-7-505 to CDE?

   Literacy data will be included as part of the annual accreditation report to the Colorado Department of Education.

5. What will be the requirements for ILPs in K-3?

   Please see Part IV, page 38.

6. Are ILPs required beyond grades 3-4? Will we end up with high school students on ILPs?

   According to the Act, ILPs are required until the student is reading at grade level.

7. How can we realistically get LEP (limited-English proficient) students at grade level in English when they cannot read at grade level in their first language?

   A combination of strong English, ESL, and bilingual instruction is needed. Parent/guardian involvement with reading proficiency, study skills, and limits on television/video viewing would promote better results. Please see the CDE publication *Planning for LEP Student Success* for strategies for teaching LEP students.

8. What should be in a body of evidence to support or refute CSAP results?

   Please see Part III, page 31.

9. Where can we get samples of a body of evidence for each grade level?

   Please see page 21 for kindergarten assessment and page 27 for first, second, and third grade assessments.

10. Do we assess every K-3 child every year? .

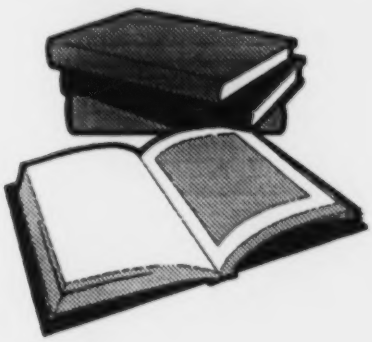
    Yes, the Act states that districts must carefully monitor student progress. Remember, districts must be gathering a body of evidence. See page 31.

11. How should monitoring the number and quality of ILPs be done and by whom?

    This is a local decision. Certainly teachers and principals need to be responsible for much of the monitoring and reporting of results.

12. What are the State Board-approved assessments for 3rd grade literacy and where can we get copies of the assessments?

    Please see Part I, page 9, and Part III, pg. 25-30.



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PART I: INTRODUCTION TO THE COLORADO BASIC LITERACY ACT

PART I: INTRODUCTION TO COLORADO BASIC LITERACY ACT

BACKGROUND

In spring of 1996 the Colorado General Assembly passed House Bill 96-1139, Colorado's Basic Literacy Act. The preamble to this act states:

> *It is the intent of the General Assembly that, after third grade, no pupil may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.*

It is important to note, however, that the Colorado Basic Literacy Act is not a retention bill. Instead, the act makes three promises to the citizens of Colorado:

- √ Colorado educators will work in partnership with parents to teach all students to read by the end of third grade.
- √ To that end, educators will routinely assess student progress toward proficiency in reading.
- √ Schools will provide intensive reading instruction for students who need additional help.

Immediately after H.B. 96-1139 was passed, educators throughout the state wanted answers to many unanswered questions. In response, Dr. Richard Laughlin, the Acting Commissioner of Education, assigned the task of writing the rules and regulations to CDE's Linkages Committee, a committee in the process of examining how to link the Colorado Basic Literacy Act with the Standards and Assessment Law (H.B. 93-1313). The committee was composed of reading specialists, Title I directors, curriculum specialists, assessment experts, special education directors, university professors, and, most importantly, classroom teachers. With the cooperation of Don Watson from the Assessment Unit at Colorado Department of Education (CDE) and Stevi Quate, CDE's language arts consultant, the committee facilitated the process of writing the rules and regulations.

For several months, the Linkages Committee reviewed research on reading, examined best practices of teaching reading, debated issues, and developed a set of rules they knew could make a difference for young students. In the process, they agreed that Colorado would avoid the "Great Reading Wars" raging in many other states. Colorado educators from a variety of philosophical stances agreed that decisions that would influence Colorado students would be based on the needs of students, not on ideological stances.

Although no educator would argue with the intent of this act, difficulties had to be overcome determining the needs of all students, assessing them appropriately, and providing adequate instruction. The purpose of this handbook is to assist Colorado school districts as they implement this law. The writers of this handbook include many members of the Linkages Committee along with teachers, administrators, parents, and others who have provided important feedback. All the included suggestions are firmly grounded in research and aimed towards one goal: to ensure that all Colorado students are reading well.

HISTORY OF THE COLORADO BASIC LITERACY ACT

May, 1996:
House Bill 96-1139, Colorado Basic Literacy Act, was passed by Colorado legislators.

January, 1997:
CDE's Linkages Committee began the task of drafting guidelines for implementing the Colorado Basic Literacy Act and linked H.B. 96-1139 to the Standards and Assessment Law, H.B. 93-1313. The committee included Lois Adams, Judy Bulmer, Laura Benson, Ron Cabrera, Jackie Colt, Wendy Downie, Sharon Dwyer, Catherine Felknor, Pat Hagerty, Dianne Harper, Billie Hufford, Sandy Husk, Deborah Johnson, Lynn Kuhn, Kay Mervar, Karen Packard, Colleen Rickert, Sue Schafer, Bev Stoll, Judy Stout, Pat Ward, Dave Wendelin, and Vicky Winterscheidt; Stevi Quate chaired the committee. In the meantime various other groups, including the Denver Area School Superintendents' Council (DASSC) discussed and proposed policies for implementation of the Act.

February, 1997:
Dr. Laughlin, the Acting Commissioner, requested that the Linkages Committee write the rules for H.B. 96-1139 and present them to the Colorado State Board of Education for approval. This was to be done in concert with the Standards and Assessment Development and Implementation Council (SADI).

May, 1997:
Colorado state legislators passed H.B. 97-1249 which mandated that all third graders would take a state reading assessment.
Colorado State Board of Education approved the rules for H.B. 96-1139.

July, 1997:
CDE and CTB-McGraw Hill began the development of the third grade reading assessment as part of the Colorado State Assessment Program (CSAP).

September, 1997:
Content, Bias, and Community Review Panels met to examine proposed test items and passages for the third grade reading assessment.

October, 1997:
Colorado State Board of Education approved the list of third grade reading assessments.

March, 1998:
Colorado's third graders took the third grade CSAP, as mandated by H.B. 97-1249.

School year 1998-1999:
The Colorado Basic Literacy Act is implemented in school districts.

SUMMARY OF BILLS IMPACTING THE COLORADO BASIC LITERACY ACT

H.B. 96-1139: Colorado Basic Literacy Act

This Act mandates that all students will be reading on the third grade level by the end of third grade and before they can move on to a fourth grade reading class. This Act requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Those students not reading on that grade level will be placed on Individual Literacy Plans (ILPs), which are developed with the school and the family. (See Appendix for the law.)

District responsibilities include:

1. Assessing the reading performance of all students
2. Placing students on ILPs if students are not reading on grade level
3. Reporting to the state:
    a. the number and percentage of pupils enrolled in the third grade who read at or are above their grade level.
    b. the number and percentage of pupils enrolled in the district who are on ILPs.
    c. the number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Other related Colorado State Board of Education-approved documents include:

The Rules and Regulations for H.B. 96-1139 (See Appendix B, Page 75)

- proficiencies for readers K-3.

The rules and regulations clarify:

- requirements for selection of reading assessments.

List of approved reading assessments for 3rd grade (See Page 9)

Note: This is not an exhaustive list; instead, it is a framework for making decisions about selecting reading assessments and examples of assessments that will work.

H.B. 97-1249

This bill requires a state reading test for all third graders.

Note: The state reading test was developed by CTB-McGraw Hill under the direction of CDE. Committees of community members and educators examined the test for bias, accuracy, and alignment to the reading proficiencies as stated in the Rules and Regulations for H.B. 96-1139. The first 3rd grade state reading test was administered March, 1998.

RULES FOR THE ADMINISTRATION OF COLORADO BASIC LITERACY ACT

(As adopted by the Colorado State Board of Education, May, 1997)

PROFICIENCY LEVELS

Levels of performance deemed to be proficient must match stages of reading development and be aligned to Colorado Model Content Standards. As a result, continuity in literacy instruction is maintained from kindergarten through third grade.

Kindergarten proficiency

By the end of kindergarten, students will be emergent readers with a foundation of reading strategies that prepare them for reading at higher levels. This requires knowing:

A sense of story that shall include, but not necessarily limited to, students being able to:

Tell a simple story with a beginning, middle, and end.
Retell a known story in sequence.

Concepts about print that shall include, but not necessarily limited to, students being able to:

Handle books correctly;
Understand directionality of print;
Focus on word after word in sequence (voice-print match);
Use pictures to predict print;
Realize that print carries meaning.

Phonological and phonemic awareness that shall include, but not limited to, students being able to:

Recognize patterns of sound in oral language (i.e., rhyming words);
Follow written text when the text is read aloud;
Hear and repeat initial sounds in words.

Some letter and word recognition that shall include, but are not limited to, students being able to:

Know letters in their names;
Know own name in print;
Recognize the differences between numerals and letters;
Recognize the difference between lower and upper case letters.

First grade proficiency

By the end of first grade, students will be emergent/early readers with reading strategies used to gain meaning from print - at the first grade level. These strategies will prepare them for reading at higher levels. This requires:

An understanding of text that shall include, but not necessarily limited to, students being able to:

Use pictures to check meaning;
Use prior knowledge to comprehend text;
Retell in a logical, sequential order including some detail and inference;
Make logical predictions;
Monitor reading to make sure the message makes sense.

An integration of the cueing systems - graphophonics, syntax, and semantics - that shall include, but not necessarily limited to, students being able to:

Recognize letters and know sound-symbol relationships (graphophonics)
Use letter-sound relationships when reading (graphophonics);
Use sentence structure and word order to predict meaning (syntax);
Use background knowledge and context to construct meaning (semantics).

Second grade proficiency

By the end of second grade, students will be early/fluent readers with strategies used independently to gain meaning from print at the second grade level. These strategies will prepare them for reading at higher levels. This requires:

An understanding of texts that shall include, but not necessarily limited to, students being able to:

Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text;
Use a variety of comprehension strategies before, during, and after reading.

An integration of cueing systems while reading a wider variety of increasingly difficult text that shall include, but not necessarily limited to, students being able to:

Use word attack skills to read new and unfamiliar words (graphophonics);
Use sentence & paragraph structure, and word order to predict meaning (syntax);
Use and integrate background knowledge, experience, and context to construct meaning (semantics).

Third grade proficiency

By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

An understanding of the text that shall include, but is not limited to, students being able to:

Adjust reading pace to accommodate purpose, style, difficulty of text;
Summarize text passages;
Apply information and make connections from reading.

An integration of cueing systems that shall include, but is not limited to, students being able to:

Apply word attack skills to read new and unfamiliar words (graphophonics);
Use sentence & paragraph structure, text organization, and word order (syntax);
Use and apply background, experience, and context to construct a variety of meanings over developmentally appropriate complex texts (semantics);
Use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics).

Exceptions

Students continue with reading instruction in the fourth grade reading class when they are reading at or above the 3rd grade reading proficiency level. Those students reading below the performance level will *continue to receive intensive reading instruction, as described in their individual literacy plan and designed to cause them to meet or exceed third grade reading proficiency*, except for the following:

- children with disabilities when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level. Prior laws will take precedence.

As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies must be assessed in their language of reading instruction, which leads to their proficiency in reading English.

ASSESSMENTS

The purposes of the assessments for the Colorado Basic Literacy Act are threefold:

1) to identify who needs to be placed on an Individual Literacy Plan
2) to monitor progress of students who are on ILPs
3) to assess the proficiency level at the end of grade three

All assessments must:

- reflect the stages and complexity of reading development
- inform reading instruction
- provide information about student growth
- yield information about students' reading in relationship to the proficiency levels
- align with local content standards
- include multiple measures over time that constitute a body of evidence
- include a variety of authentic text structures, response formats, and administrative procedures (such as, individual, small group, or whole group).

In addition, 3rd grade assessments:

- must be comparable across schools and districts[1]
- yield information about student performance level that can be summarized and aggregated for reporting
- are among the instruments approved by Colorado State Board of Education

[1] The third grade assessment (CSAP) mandated by H.B. 97-1249 fulfills this requirement.

STATE BOARD OF EDUCATION
APPROVED ASSESSMENTS FOR
DETERMINING THIRD GRADE READING PROFICIENCY
(Adopted October, 1997)

The Rules of Implementation of the Colorado Basic Literacy Act state that decisions of third grade students' reading proficiency must be based on a body of evidence gathered over time to "reflect the stages and complexity of reading development." The Rules explain that "assessment also must inform reading instruction, provide information about student growth," as well as yield information on students' phonic skills and reading comprehension in relation to the proficiency levels as defined in the Rules.[2] To comply with the Rules, Colorado school districts must use evidence from the two categories: Individual Reading Assessments and the State Third Grade Reading Assessment. Districts may use information from Other Reading Assessments to determine the reading proficiency of third graders (see below).

INDIVIDUAL READING ASSESSMENTS[3]

Sample individual assessments include:

- Reading inventories, such as:
  - Qualitative Reading Inventory
  - Flynt Cooter
  - Basic Reading Inventory (Johns)
- Running records with leveled books that include comprehension questions and/or retell, such as:
  - Celebration Press
  - Wright Group
- District developed assessments with researched and documented results (which may include written retelling[4])

STATE THIRD GRADE READING ASSESSMENT

The body of evidence must include the results of the state assessment.

OTHER READING ASSESSMENTS THAT MAY BE INCLUDED IN THE BODY OF EVIDENCE

Sample assessments that include:

- Reading series assessments, such as:
  - Houghton-Mifflin *Invitations to Literacy*
- District adopted, integrated reading performance assessments, such as:
  - Iowa Test with Constructed Responses or Integrated Performance Assessments (Riverside)
  - Levels Test (Northwest Evaluation Association)
  - Terra Nova (CTB)

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[2] In order for students to receive the necessary instruction for reading, schools must carefully monitor students reading performance beginning in kindergarten.

[3] These assessments are administered to individual students. The same procedures for administering, scoring, and interpreting data are followed in all district settings.

[4] Based on the body of evidence, teachers may assess proficient students with a written retelling. (See Part III.)

PART II: BUILDING A DISTRICT LITERACY PLAN

PART II: BUILDING A DISTRICT LITERACY PLAN

INTRODUCTION

"It takes a village to raise a child" an old proverb reminds us. It also takes a village to ensure that all students are proficient readers. The family, district, school, and teacher all contribute to the success of learners. Therefore, it is imperative that as plans are developed for implementing the Colorado Basic Literacy Act, the entire village is taken into consideration. One role of the district is to build the vision for literacy and provide the resources for making this vision a reality. Schools, teachers, and families are responsibile for creating the best conditions possible for all students to read well. Through communication between the school and the family, the entire village can strive to ensure that literacy is valued in both the classroom and the front room.

Part II is filled with suggestions for building a literacy plan. It begins with a Continuum of Reading Services, developed by the Colorado Department of Education. The continuum provides a framework that suggests an array of services districts could offer in order to meet the literacy needs of all students. Following this brief discussion is a suggested outline for the district design of a literacy plan and a list of possible actions that districts, schools, teachers, and families might incorporate into literacy plans. Part II concludes with a reminder of the best practices in reading, which should serve as a foundation for all literacy work.

CONTINUUM OF READING SERVICES

Background

As Colorado schools develop plans that ensure all students can meet high literacy standards, it will be important to consider how to provide sufficient instructional supports for all. A Continuum of Reading (figure on page 12) depicts an array of services schools may offer to provide a balanced approach to literacy. The critical skills that comprise reading are listed across the top of the funnel. Those skills listed under "Using Cueing Systems" and "Understanding Text" are key components of competency in the Colorado Basic Literacy Act.

The funnel shape depicts the concept that some students have more difficulty acquiring reading skills and then may need more specialized instruction. This requires an enriched learning environment and extended learning time including tailored pace, smaller groups, more time and rigor. As the need for intensity increases, so does the need for individualization. However, if a variety of approaches and supports are in place in the general classroom, there should be fewer students in need of these intense levels of support. Some students will need individualized literacy plans while others, who have greater challenges and face more obstacles, may need I.E.P.'s and supports of special education.

In order to meet the needs of students for different levels of support to learn to read, a building may design an array of literacy options. Each classroom is set up to offer strategies and techniques proven to facilitate reading, such as shared book experiences, direct instruction in specific skills, guided reading, and individualized reading. Community volunteers and paraprofessionals are valuable supports to classroom teachers in offering these options. In addition, Title I teachers, speech language pathologists, and special education teachers may work collaboratively with general education teachers to provide needed supports.

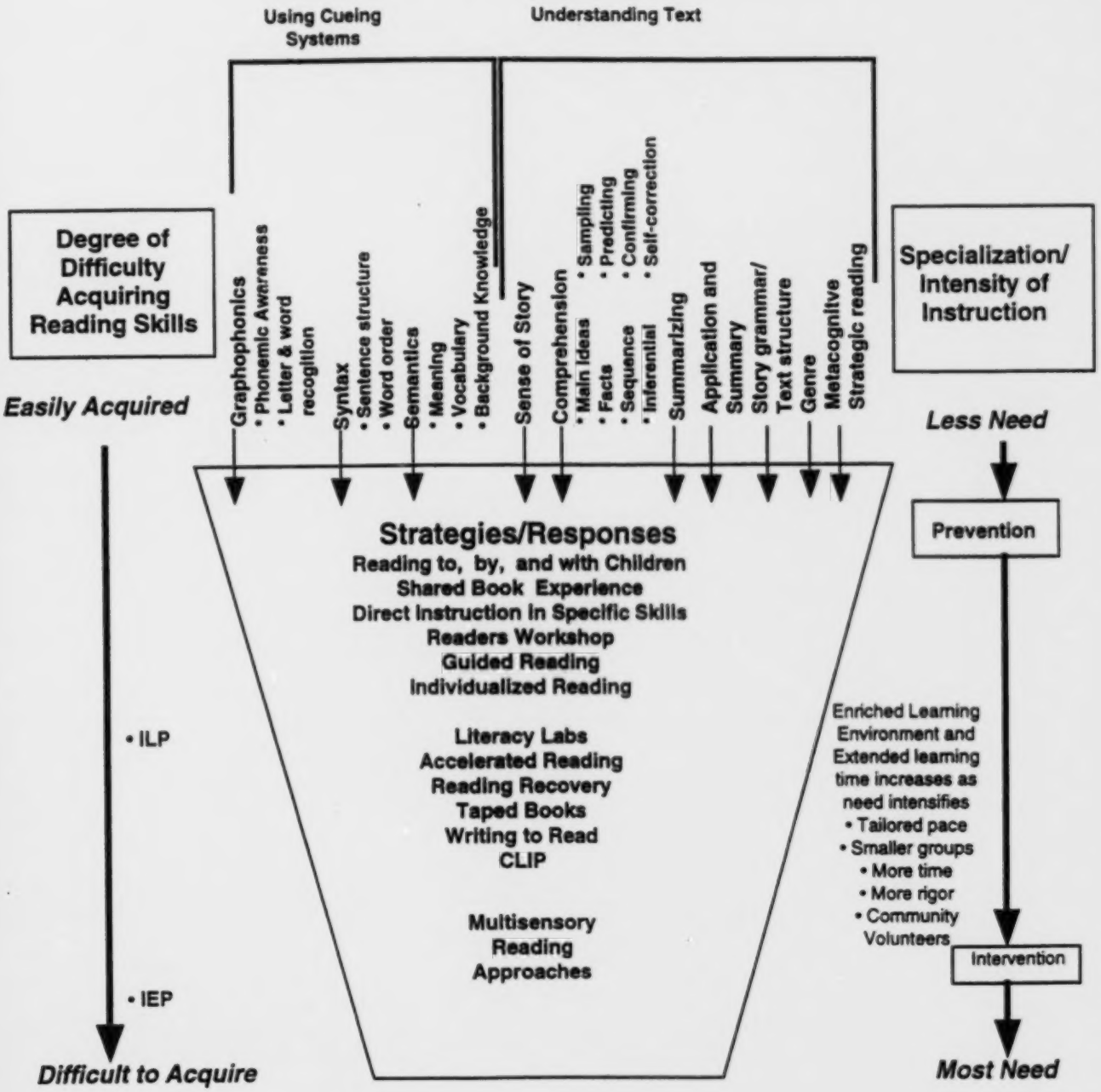
For students who need more intensity, schools may set up additional resources drawing from such research-based approaches as literacy labs, Accelerated Reading, Success for All, Reading Recovery, taped books, or CLIP. These may be offered in a separate room or a quiet corner where children work one-to-one or in small groups on very specific skills. Again, Title I teachers and special educators are helpful in designing and implementing these options.

Some students need very intense approaches to learning to read; for them a multisensory reading approach including prereading and emergent reading skills such as phonemic awareness and the alphabetic code is often successful. Although the focus may be on specific skills, there is always an emphasis on using the skills in authentic texts. This approach may be offered by a special education teacher who collaborates with a Title I teacher or general educator to provide these approaches to any child who needs it. Or the special educator may work very closely and intently with a small group of students until they gain the necessary prerequisite skills needed to profit from other reading instruction.

Children should be able to move quickly and easily from one type of support to another, based on their need and **not** their label. Teachers should be available to offer each type of the supports, and decisions should be made based on children's skills, interests, and needs. Each of the approaches should incorporate a variety of instructional strategies focused on all of the needed skills that comprise literacy.

Thus, through a system of ever-increasing support and intensity for students, it is possible to develop collaborative, flexible supports for literacy acquisition of all students.

Continuum of Reading:
Balanced Literacy Approach Leading to an Array of Services Within a Building



OUTLINE FOR BUILDING
A LITERACY ASSESSMENT PLAN

I. District vision for literacy: What should literacy look like in our district?

A. District vision as a starting point: How are we defining literacy at this time?

1. What does the phrase "being at grade level" mean? (See proficiency levels Rules and Regulations for the Colorado Basic Literacy Act, page 6-8.)
2. How will proficiency be measured?
   a. What is currently being used to assess literacy/reading levels?
   b. Does the district need anything else?

B. Status Report: Where are we now in regard to literacy?

1. What are current instructional and assessment practices?
2. What is the understanding of the Colorado Basic Literacy Act?
   a. For administration
   b. For teachers
   c. For parents
3. What are district demographics?
4. What are current levels of literacy achievement?

II. Meeting the needs of H.B. 96-1139: What decisions need to be made?

A. Identify:

1. Assessments to be used:
   a. Body of evidence for kindergarten to include. . .?
   b. Body of evidence at grade 1 to include. . .?
   c. Body of evidence at grade 2 to include. . .?
   d. Body of evidence at grade 3 to include . . .?
2. Timelines:
   a. When assessments will be administered
   b. When decisions will be made identifying students who need ILPs
3. Responsibile parties:
   a Who determines the assessments
   b. Who collects the data
4. Intervention plans:
   a. ILPs
   b. Types of interventions
   c. Monitoring growth

B. Determine the needed professional development.

III. Next steps: What will the district do with the data?

A. Defining responsibilities and purposes

1. Who will prepare the state report?[5]
2. What data will be used by the district? How?
3. What will be used by the school? How?
4. What data will be used by the classroom teacher? How?

B. How would the data fit into a district literacy plan?

[5] Districts will receive from CDE information on reporting requirements.

WHAT MIGHT BE IN THE IMPLEMENTATION PLAN?

SUGGESTED ACTIONS FOR THE DISTRICT, SCHOOL, TEACHER, FAMILY

Suggested Actions for the DISTRICT

√ Develop a compelling vision that asserts that all students can be readers by the end of third grade
√ Design the means to achieve that vision, including:

- a strong professional development program
- inservice days focused on literacy
- a well-trained corp of literacy tutors
- consultants who work within schools
- time dedicated to literacy
- models of effective instruction

√ Adjust assessment schedules so that assessments are spread out over time
√ Reallocate resources
√ Develop plans that address the unique needs of the district's students
√ Formulate assessment plan that reflects requirements of the Colorado Basic Literacy Act
√ Provide funds for teachers and administrators to attend conferences and workshops
√ Contact other districts to determine what they're doing

Suggested Actions for the SCHOOL

√ Develop a peer coaching or a cognitive coaching program
√ Form a mentor program in which successful reading teachers work with peers
√ Create study groups
√ Incorporate time for action research
√ Set up a parent program
√ Collaborate with community members
√ Participate in America Reads
√ Communicate with parents and other community members
√ Encourage teachers to attend workshops and conferences
√ Listen to teachers when they talk about the obstacles and then develop action plans
√ Reallocate resources to enable teachers to have time and support for assessing students

Suggested Actions for TEACHERS

√ Attend a summer workshop on reading
√ Learn new methods of assessing students
√ Ask a colleague to observe you and provide feedback
√ Learn new ways to collect and analyze anecdotal records
√ Attend Colorado Council of International Reading Association's (CCIRA) annual conference
√ Join an online discussion group that focuses on reading
√ Invite parents to your classes OR ask if you could visit parents to talk about reading
√ Investigate AmeriCorps (www.americorps.org)
√ Connect with a local college for preservice teachers to work with your students
√ Contact a local college to determine if they are involved in a literacy volunteer program
√ Conduct your own action research project
√ Contact your BOCES about any upcoming workshops or conferences
√ Join a study group

Suggested Actions for FAMILIES

√ Make reading a regular part of your family time
√ Read to your children
√ Ask your children to guess what happens next in the story
√ Read nursery rhymes and other poems to your children
√ Listen to your children read
√ Celebrate your children's early attempts to read
√ Don't worry if their early reading isn't perfect
√ Encourage your children to identify words they know, such as MacDonalds or Pepsi Cola
√ Give your children pencil and paper and urge them to write their own stories
√ Limit the time spent watching television
√ Talk about the books, magazine, and newspaper articles you've read
√ Check with your children's teachers to find out about their progress in school
√ Make reading a high priority and a fun time
√ Play board games that build learning skills and are fun as well
√ Get your children a library card and then take them regularly to the library
√ Talk to your children about how you read; for instance, describe the mental pictures you create, explain what you do when you don't know a word, or model how a newspaper headline help you predict information in a newspaper article

BEST PRACTICES IN TEACHING READING

Increase	Decrease
Creating a balance of read aloud, independent reading, and focused instructional reading.	Exclusive stress on only one way of reading
Children's choice of their own reading material for independent reading	Teacher selection of all reading materials for individuals and groups
Teacher modeling and discussing his/her own reading processes	Providing reading instruction with only selections from the basal reader
Primary instructional emphasis on comprehension	Teacher keeping her own reading tests and habits private
Teaching reading as a process: Use strategies that activate prior knowledge Support checking and confirming predictions Develop strategies that expand and deepen understanding Provide opportunities to respond to readings	Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication Teaching reading as a single, one-step activity
Social, collaborative activities with much discussion and interaction	Solitary seat work
Grouping students in a variety of ways including reading abilities and interests	Grouping students in only one way
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in context of meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before and after reading	Little or no chance to write
Encouraging phonetic spelling in children's early writings	Requiring only correct conventional spelling in students' early writings
Use of reading in content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation that focuses on strategies and higher-order thinking	Evaluation focused on skills
Measuring success of reading program by students' reading habits, attitudes, and comprehension	Measuring the success of reading programs by a single test score

Adapted from: Zemelman, Daniels, Hyde. *Best Practice: New Standards for Teaching and Learning in America's Schools* (1993)

PART III: ASSESSMENTS

PART III: ASSESSMENTS

INTRODUCTION

Since the Colorado Basic Literacy Act requires a sound, comprehensive assessment system, districts are advised to become familiar with the National Education Goals Panel's recommendations for early childhood assessments and to be cognizant of some common misconceptions about assessing reading (see Warnings, page 18). With this knowledge, districts can design their assessment systems for the body of evidence which will be used to determine students' reading proficiencies as explained in the Rules and Regulations. (See Part I.)

Along with a series of important warnings, this section provides a practical outline for selecting reading assessment instruments for grades K-3. For each grade, a set of questions is listed. These questions are directly linked to the proficiencies for each grade level as stated in the Rules and Regulations. Following the questions, there is an extensive list of suggested reading assessments that meet the requirements of the Act. Please note that these lists contain only *suggested* assessments. None of them are endorsed by the Colorado Department of Education, nor does an omission from the list mean that an assessment should not be used. Any decision about which assessment to use must be based on its applicability to the Colorado Basic Literacy Act. With companies and districts designing high quality reading assessments on a regular basis, it is nearly impossible to develop an exhaustive list.

This section ends with information to clarify some of the details about reading assessments discussed throughout this document. For instance, a reader who needs more information on the concept of body of evidence will find Elliott Asp's discussion helpful. In addition, there is information and samples on a variety of topics, such as the cloze procedure and leveled books, etc.

WARNINGS.....

Building a sound, comprehensive reading assessment system requires a firm knowledge in assessment issues. Young children are especially difficult to assess accurately. The following factors are summarized from *Principles and Recommendations for Early Childhood Assessments* published by the National Education Goals Panel.

1. Learning growth is rapid, episodic, and highly influenced by environmental supports, such as nurturing parents, quality care giving, and learning settings.

2. Reliability and validity increase with a student's age: the younger the child, the more difficult it is to obtain reliable and valid assessment data.

3. Young children need specific contexts in order to be able to demonstrate their abilities. Abstract pencil-and-paper tests may make it especially difficult for children to show what they know.

4. Regardless of what the assessment is intended to measure, results are easily confounded by language proficiency. This is especially true for children who come from homes in which a language other than English is spoken.

Along with an awareness of these factors, districts are encouraged to be wary of several reading myths. Anthony in his book *Evaluating Literacy: A Perspective for Change*[6] addresses the first myth:

Myth One: Grade-equivalent scores tell us at what grade level a child should be reading.

This perhaps is one of the most serious misconceptions about evaluation because of the wide and erroneous use of grade-equivalent scores. Farr and Carey[7] (1986, 153) deal at length with this issue, noting a statement by Walter MacGinitie:

> *A student's G.E. is not an estimate of [his/her] instructional level. It is not intended to be. It is not a frustration level either. It is just a test score.*

Farr and Carey go on to point out that the International Reading Association took note of the misuse of grade equivalents in a resolution adopted by the Delegates Assembly in 1981 (ibid., 154). The resolution states that ". . .one of the most serious misuses of tests is the reliance on a grade equivalent as an indicator of absolute performance." The resolution concludes: "that the International Reading Association strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test takers."

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[6] Anthony, R.J., T.D. Johnson, N. I. Mickelson, and A. Preece. 1991. *Evaluating Literacy: A Perspective for Change*. Portsmouth, NH: Heinemann.

[7] Farr, R. and R.F. Carey, 1986. *Reading: What Can Be Measured*. Newark, Delaware: International Reading Association.

The second myth focuses on readability formulas. Olson in 1986[8] completed an extensive study on readability formulas and concluded the following:

Myth Two: Readability formulas are reliable and valid indicators of difficulty levels.

The basic assumptions upon which readability formulas have been developed are indeed suspect, and the conclusions and extended logic that have developed with respect to their current and previous use are erroneous. The only reasonable conclusions that can be reached, based upon the findings, are that readability formulas were based upon unsound criteria, that the correlation research to support the use of other formulas (strength by association) has similar weaknesses, and finally that the folklore extrapolated from the unfounded assumptions places the question of the use of readability formulas in great jeopardy.

And yet educators continue to believe that they can assess with numerical precision the difficulty and suitability of reading material for individual children. In fact, only the students themselves can do so. Their purposes, background knowledge, and interests are important determinants in the selection of materials.

The third myth addresses standardized tests. The quote following the myth is based on the Federal Guidelines for Title 1.

Myth Three: Standardized tests are appropriate for young students.

Some states have legislation that prohibits the testing of young children with standardized, paper and pencil, large group tests. This legislation is based on research on the needs and development of young children and reflects the guidelines for assessing young children published by groups as the National Association for the Education of Young Children.

Some states, such as South Carolina, have worked with districts to develop their own sets of guidelines for assessing young children. While it is important to consider developmental differences in young children, it is also essential to avoid using those initial differences as excuses for students not making adequate progress.

Keeping content and performance standards in mind, assessment approaches need to be designed so that teachers can determine and communicate student achievement with respect to the standards rather than in relation to where students start. The latter focus may result in students falling behind with each year rather than catching up to other students.

[8] Olson, A. 1986. A question of readability validity. *Journal of Research and Development in Education* 19 (no.4): 33-40.

Recommendations for Selection and Administration of Assessments[9]

Given these factors, the selection and administration of assessments for young students require careful consideration, as exemplified in the following recommendations:

1. Multiple indicators should be used to measure the many dimensions of early literacy learning as well as counteract the technical difficulties of any one measure. While letter naming and phonological awareness have high predictive validity, other measures of language/reading knowledge should also be used. These might include:
   - direct observation of students during natural learning activities
   - book familiarity;
   - retelling of familiar story, drawing a picture and telling about it or other suitable language sample;
   - examination of drawing or writing samples.

2. Assessments for accountability purposes should be administered midyear or beyond in order to allow students to become familiar with the school environment and with the assessment tasks and expectations.

3. Assessments should be individually administered by the teacher or familiar adult.

[9] *Principles and Recommendations for Early Childhood Assessments* by the National Education Goals Panel

SUGGESTED ASSESSMENTS FOR KINDERGARTEN

As you preview assessments for kindergarten, consider the following questions. Answers to these questions will help teachers make decisions about appropriate instruction and, when necessary, provide information for individual literacy plans (ILPs):

QUESTIONS:

NOTES:

- **Does this student understand how stories work?**

  Can the student tell a simple story that has a beginning, a middle, and an end?

  Does the student understand the sequencing of events in a story?

- **Has the student developed "concepts about print"?**

  Can the student hold a book correctly?

  Does the student know where the front of the book is?

  Does the student recognize that print is read from left to right and from top to bottom?

  Does the student use picture to predict the events or ideas in a story?

  Does the student recognize single letters and words?

  Does the student understand that print carries meaning?

QUESTIONS:

NOTES:

- **Is this student's phonemic awareness developed to the point that s/he can recognize patterns of sound in oral language?**

  Can the student hear sounds in words?

  Can the student identify the number of words in a spoken, simple sentence?

- **Can the student recognize letters?**

  Do students know the letters in their names?

  Does the student recognize the difference between numerals and letters?

  Does the student recognize and identify lower and upper case letters?

EXAMPLES OF KINDERGARTEN ASSESSMENTS

Assessment	Author/Publishers	Comments
Selected subsets of Clay's Observation	Clay, Marie Heinemann	*In Observation Survey of Early Literacy Achievement (1993)*
TERA II	Pro-ed	Good for initial screening
Alternative Assessment Techniques	Miller, Wilma	
Literacy Tree	Rigby Publishers	An overall literacy program that includes assessment
Simple Checklist of Print Awareness	Johnston, Peter (1997) Stenhouse Publishers	*From Knowing Literacy: Constructive Literacy Assessment (1997)*
Anecdotal Records		Many authors have discussed anecdotal records.
Primary Language Record	Barr, Ellis, Heste, and Thomas; Heinemann	
Running Records		Many authors have discussed running records including Clay, Wright Group, and
Think Alouds		Many authors have discussed think
Preschool Language Scale	Zimmerman & Steiner Psychological Corporation	Norm-referenced, birth through 6 yrs. Spanish versions w/ options for Cuban, Mexican, Guatemalan, & Puerto Rico dialects; publisher will not sell this product without teachers receiving training from a speech pathologist.
Dictation	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
First Reading	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
Familiarity with Literature	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
Book Handling	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
Reading a Predictable Book	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
Retelling	Rhodes (1993) Heinemann	Validity and reliability ascertained on 129 children in Denver P.S.
Picture book assessment		Using a picture book, have students tell or retell a story.
Oral Story Retelling	Harp(1996); Rhodes(93)	
Writing	Rhodes (1993) Heinemann	
Leveled books	Various publishers	See attached explanation; use the beginning levels only that involve transition to printed text

PHONOLOGICAL AND PHONEMIC ASSESSMENTS: *The following assessments apply to emergent and early readers, often students in kindergarten or first grade.*

Assessments	Authors/Publishers	Comments
Phonological Awareness Test	Lingui Systems (800) 776-4332	Use only age appropriate sections; ages 5-9; provides standard scores, %ile rank, age equivalents for each subtest
Yopp-Singer Test of Phoneme Awareness	Hallie Kay Yopp Reading Teacher, vol. 49, #1, (20-29) Sept. 1995	Give mid-Kindergarten yr; provide feedback & model; scoring (16-22=strong, (7-16) emerging, (0-6) weak phonemic awareness
Rosner Test of Auditory Analysis	Rosner, Jerome Walker and Co.	In Helping Children Overcome Learning Difficulties; classroom activities to support findings
Test of Phonological Awareness (TOPA)	Torgeson/Bryant Psychological Corp, Communication Builders	
Children's Auditory Processing Performance Scale (CHAPPS)		Checklist
Early Identification of Language-Based Reading	Hugh Catts	Checklist
Phonological Awareness Inventory	Jo Fitzpatrick Creative Teaching Press "Phonemic Awareness"	Checklist provided in book; leveled classroom activities; parent letters with suggestions
Communication Skill	Psychological Corporation	
Test of Phonological Awareness (TOPA)	Torgeson/Bryant Psychological Corp, Communication Builders	15-20 minutes screen; provides %iles; standard scores; use with K-2
Phonological Abilities Test	Psychological Corp.	6 screening sections; 30 minutes; rec. 5-7 yr. old; normative data for 4 yr old
Test of Awareness of Language Segments (TALS)	Pro-Ed	Screening test 4-6 yrs; 46 items in 3 sub-tests, use for K and 1st grade
Early Identification of Language-Based Reading Disabilities	Hugh Catts Language, Speech, and Hearing Services, vol. 28 (86-9) 1997	A one page checklist
Phonological Awareness Tasks	Hugh Catts Language, Speech, and Hearing Services, vol. 25, 1994	Tasks measure: deletion, categorization, blending, segmentation, invented spelling
Phonemic Awareness in Young Children	Adams, Foorman, Lundberg, Beeler Brookes Publishers	Curriculum suggestions & guide for K and 1st grade

A VIGNETTE

Ms. Smith, a kindergarten teacher, just received her copy of the Colorado Basic Literacy Act. Worried about how to implement the Act, she outlines a plan of action. She knows that the first thing is to create a picture of the assessments she might use to help her understand how her students are reading. She also knows that it will take a variety of assessments in order to build a body of evidence that will follow the students into first grade.

To determine if students have a *sense of story*, Ms. Smith realizes she can check if students meet the first proficiency:

1. Tell a simple story with a beginning, middle, and ending - through:

- anecdotal records
- individual reading inventories with a picture sequence
- a wordless, picture book

It strikes her that what she is doing is creating a kit of reading assessment tools, so she begins to write down the rest of the 14 proficiencies and, under each proficiency, lists possible tools:

2. Retell a known story in sequence

Oral story retelling (Rhodes, Harp -- see Bibliography)
Retell a story that is read aloud to the student (Rhodes, Harp)
Have student retell story they know (Rhodes, Harp)
Response journals or literature logs

She smiles and moves on to concepts of print. She makes more notes:

3. Handle books correctly
Clay's Concepts of Print Scales 1, 2, 7, 8, and 9
Book handling tasks (Rhodes, Harp)

4. Understand directionality of print
Clay's scales 3, 4, ,5, and 8
First/second reading of dictation (Rhodes)

5. Focus on word after word in sequence (voice-print-match)
Clay, Scale 6
Book handling (Rhodes)
First/second reading of dictation (Rhodes)

6. Use pictures to predict print
Environmental print assessment (Goodman and Altwerger, 1981)

7. Realize that print carries meaning:
Clay's scales 2 and 10
First/second reading of dictation (Rhodes)

For phonological and phonemic awareness, she knows that many of her regular activities can become a way for her to assess her students. She continues writing notes to herself:

8. Recognize patterns of sound in oral language:
Can they recite nursery rhymes, chants, songs, patterns and/or poetry?
Can they count or tap words in sequence, especially during demonstrated writing or shared reading?
Can they use beginning, middle, and ending sounds when they write?

9. Follow written text when the text is read aloud
Can they focus on hearing words?
During Read Aloud time or Shared Reading, can they create an additional verse or another version of a rhyming story?

10. Hear and repeat initial sounds in words
In Read Aloud and Shared Reading or Demonstrated/Collaborative Writing,
Can they identify sounds in alliterative patterns?
Can they generate words with targeted sound?
Are they aware of onset-rime division?
Can they begin to count the number of sounds in words?
Are they producing initial sounds when they write in their draft books or journals?

Feeling confident that she is putting together a fine kit of assessment tools, she looks at the last category - some letter and word recognition.

11. Know letters in their names, and

12. Know their own name in print. "This one is a snap," she thinks. "I can ask them to point out letters in their names and say them to me." She continues:

13. Recognize the differences between numerals and letters
Brigance: Inventory of Early Development
District developed tool

14. Recognize the difference between lower and upper case letters
Clay's Scales 11, 14, 15, 16
Brigance: Inventory of Early Development
Print Awareness in Harp
Alternative Assessment Techniques (Wilma Miller)

"I know what else I can do," she murmurs. "Rhodes has a section in her book on reading a predictable book. But I can also use leveled books or a kindergarten reading inventory to build my body of evidence."

With a sigh, she thinks, "I think, I've got the hang of this. What the Colorado Basic Literacy Act requires of me is to teach well and to keep excellent records about how my students are developing. I can do this!"

FIRST, SUGGESTED SECOND, and THIRD GRADE ASSESSMENTS

Your choice of reading assessments for grades one, two, and three are vast. In order to make the wisest decisions about which assessments you will use, keep the following questions in mind. Answers to these questions will guide teachers as they plan their reading instruction and, when necessary, will provide important information for the development of Individual Literacy Plans (ILPs).

QUESTIONS

- **Do students understand text?**

  Do they use pictures and prior knowledge to comprehend text?

  Can they make plausible predictions of upcoming events?

  When they retell stories, do they understand the sequence of events?

  Do they correct themselves when the words or ideas don't make sense?

  Do second and third graders make sense from a variety of materials including narrative and expository texts?

  Can third graders summarize information in the text?

- **Do they use all of the cueing systems to make sense of text?**

  Do they search for cues, predict, and check their prediction?

  What do they do when they come to an unfamiliar word? Do they use their knowledge of graphophonics, sentence structure, and meaning?

  Do they use letter sounds and chunks of letters to figure out new words?

  Do they make sure it sounds right and makes sense?

NOTES

INDIVIDUAL READING ASSESSMENTS: *Teacher listens to students individually read leveled passages or books and scores student reading behaviors and/or miscues. Comprehension is assessed by retelling and/or answering literal and inferential questions. IRAs work better later in the first grade year than in the beginning of the year.*

Possible	Author/Publisher	Comments
Basic Reading Inventory	Johns (1997) Kendall Hunt	
Developmental Reading Assessment	Beaver (1997) Celebration Press	
Instrument for the Diagnosis of Reading	Blanchard, Garcia, Carter (1989) Kendall Hunt	Passages in English and Spanish
Literacy Tree	Rigby	
Qualitative Reading Inventory II	Leslie and Caldwell (1996) Harper-Collins	
Reading Inventory	Flynt Cooter (1998) Prentice Hall	
Scholastic Assessment	Scholastic	
Reading Miscue Inventory	Goodman, Watson, Burke (1987)	
Sunshine Assessment Resource Kit	Wright Group (1996)	This is a secured assessment and not to be confused with other Wright Group materials, i.e., Storybox.
Classroom Reading Miscue Assessment	Rhodes (1993) Heinemann	
Leveled book lists	Ohio State (Reading Recovery) Lasting Impressions list Guided Reading (Pinnell & Fountas)	See Leveled Books in this handbook
Commercial level books	•Scott-Foresman •Developmental Reading Assessment (Celebration Press) •Wright Group •Dominie Press •Rigby	Well-defined criteria needs to be applied to the reading of these books. The books used for assessments must be secured.
District developed leveled book lists	Many districts have developed literacy plans that included leveled books, for example: Weld 6, Westminster, DPS Title I, Jefferson County Title I, St. Vrain Title I	Books must be secured; criteria must be established for leveled books and aligned with district standards
Invitations to Literacy	Houghton Mifflin	

SCREENING INSTRUMENTS: *For students who perform at a proficient level on screening instruments measuring comprehension, it can be assumed that they both understand text and use all cueing systems to make sense. However, students who do not perform at a proficient level must be additionally assessed with an individual reading assessment to determine students' areas of strength and difficulty.*

Assessments	Author/Publishers	Comments
Degrees of Reading Power	Harcourt Brace	Cloze Procedures
Other cloze procedures	Districts, such as Weld 6, have developed cloze procedures	Modified cloze best with 1st grade; cloze best with 2nd grade and up (See Cloze Procedures in this handbook)
Integrated Literature and Language Arts Portfolio Program	Riverside	
Iowa Tests with Constructed Responses (R-PAS)	Riverside	
Lexiles	MetaMatrices	
STAR	Accelerated Reader	
Terra Nova	McGraw-Hill	
Baseline Test	Houghton-Mifflin	Includes narrative and expository text

EMERGENT READERS: *These assessments are best used for the emergent reader at the beginning of the school year. Teachers can gain important information about emergent readers that will inform instruction.*

Possible Assessments	Author/Publisher	Comments
Observation Survey of Early Literacy Achievement	Clay (1993)	Designed for kindergartners and other emergent readers
Test of Early Reading Ability-II (TERA II)	Reid, Kresko, Hammill (1989)	

EMERGENT, EARLY, and FLUENT READERS

OTHER ASSESSMENT PROCEDURES: *Additional classroom assessments might be helpful in developing a body of evidence.*

Assessment	Author/Publishers	Comments
Developmental Reading Checklists	Many publishers have developed checklists including Celebration Press, Rigby and Wright Group	Many authors have described checklists including Rhodes, Harp, and Johnson
Portfolios		Many authors have discussed portfolios including Johnson, Farr and Tone
Running records		Many authors have discussed running records including Clay, Wright Group, and Rigby

ASSESSMENTS AVAILABLE IN SPANISH

Emergent Readers

Assessments	Author/Publisher	Comments
Instrumento de Observacion de los Longros	Escamilla, Andrade, Basurto and Ruiz (1996) Heinemann	Spanish version of Clay's Observation Survey

Early and Fluent Readers
Individual Reading Assessments

Assessments	Author/Publisher	Comments
Classroom Reading Miscue Assessment	Rhodes (1993)	Can be used with Spanish text
Instrument for the Diagnosis of Reading	Blanchard, Garcia, and Carter (1989) Kendall Hunt Publishers	Passages in English and Spanish
Literacy Tree	Rigby	
Reading Miscue Inventory	Goodman, Watson, Burke (1987)	Can be used with Spanish text
Scholastic Assessment Kit	Scholastic	
Basic Reading Inventory	Johns (1997) Kendall Hunt Publishers	
Sunshine Assessment Resource Kit	Wright Group (1996)	Available in 1998 in Spanish
Iowa Test with Constructed Responses (R-PAS)	Riverside	
Baseline Test	Houghton-Mufflin	Good for grade 3; includes narrative & expository text.

WHAT IS A BODY OF EVIDENCE?

The Rules and Regulations for the Colorado Basic Literacy Act (see Part I) require that decisions for determining reading proficiency are based on a body of evidence. Consider the following advice about body of evidence from Elliott Asp, Douglas County's Director of Assessment.

Definition

A body of evidence is a collection of information about student progress towards reading proficiency. The collection incorporates data from multiple assessments and assessment methods, such as performance assessments, personal communications, observation, student self-assessment, and reading inventories. The purpose of the body of evidence is to provide data that will enable the user to justify a decision about a student's reading performance.

Guidelines

A body of evidence, by definition, contains more than one kind of assessment. It must include multiple assessments and assessment methods. No reasonable single assessment can provide sufficient evidence to judge a student's progress. In addition, given that different assessment methods are better suited to assessing particular kinds of learning, a variety of assessments is needed to give a comprehensive picture of how a student is doing.

Number of Assessments Needed to Make a Decision

You need as many assessments as it takes to convince you that your students are proficient readers. Remember, to be proficient from second grade on, students need to be independent readers as they tackle a variety of genres. Successful reading of only one genre or reading successfully with teacher guidance does not demonstrate that a student is *yet* proficient.

Suggestion for Collecting Evidence of Growth

Target five students to assess each day for one week. By the end of the week, you will have gathered data about every child in your class. As you read through your collection of evidence, you will be evaluating each child's progress and determining patterns and trends in your group, which will help you establish learning needs and goals. Thus, this development of a body of evidence for each child will guide your instructional decisions.

WHAT ARE LEVELED BOOKS?

Leveled books are a set of books that have been assigned to positions along a gradient or continuum of difficulty. Several factors are considered in assigning each book to a position along a continuum. Since not every leveling procedure uses the same set of characteristics, the factors may vary from one set of leveled books to another.

Factors used in book leveling efforts include text type or genre; length of book; print size; layout or positioning of print, including amount of print per page; vocabulary; concepts involved; language structure; language patterns, including predictability; and support provided by illustrations. These factors are essential to the book leveling process.

Once a set of books has been leveled, it is important to describe the books in each group along the continuum with regard to the factors determined to affect difficulty level. For example, books at a certain position on the difficulty continuum would be within a given range regarding length, size of print, amount of print per page, or predictability. Sometimes a book fits into a designated group for most of the characteristics but not all. Some books are inappropriate to include in a list of leveled books because they are at very different levels of difficulty for the various characteristics.

Difficulty continuums can differ in the number of positions and the fineness of the discriminations between those positions. For example, the leveled book continuum used by Reading Recovery starts at a very low level and makes a large number of fine discriminations at the early levels because Reading Recovery teachers are working with the lowest students with few reading strategies. These students may progress in small steps during initial instruction but should experience success as they read increasingly more challenging books. Initially this continuum did not extend beyond the end of grade one because first grade students did not continue in Reading Recovery if they were reading adequately. Other leveled book continuums developed by commercial agencies or school districts have provided wider ranges of difficulty, extending to third grade and sometimes beyond.

The value of using a set of leveled books relates both to instruction and assessment. A set of leveled books allows a teacher to select a specific difficulty level for teaching a new skill or reading strategy to students. Such a set also allows the teacher to select appropriate books for activities such as guided reading, individual practice, and at-home reading assignments. Through running records and miscue analysis with leveled books, teachers can track student progress, as well as to identify specific areas that need further instruction.

It is important to note that leveled books used for accountability purposes need to be secured (i.e., these books would be used *only* for assessment and not for routine classroom activities). For more information:

Guided Reading by Irene C. Fountas and Gay Su Pinnell (1996, Heinemann): Chapter Nine on text gradients, Chapter Ten on leveled books.

Bridges to Literacy by Diane DeFord, Carol Lyons, and Gay Sue Pinnell (1991, Heinemann): Chapter Six about selecting books for beginning readers.

BEST COPY AVAILABLE

WHAT ARE CLOZE PROCEDURES?

The cloze procedure is a measure of reading comprehension based on the realization that reading is a process in which the reader interacts with the ideas and language of the writer. In the process of this interaction, the reader is calling on semantic and syntactic knowledge as well as background knowledge to make predictions about what the author will say.

For a cloze procedure, the assessor selects a passage of about 250 words. The selection is typed, leaving the first and last sentences intact but omitting every fifth or seventh word in the rest of the text. A blank line of about 15 spaces is placed where each word is omitted. Proper nouns are not omitted. To ensure reliability, a passage should incorporate a minimum of 50 blanks. Students are then asked to predict the word that best fits each blank.

For the scoring of a cloze procedure to yield information about functional reading levels, only exact replacements are acceptable. To score a cloze exercise, count the number of blanks in which the students replace the exact word. If the student replaces 45% to 59% of the words, the selection is at the student's instructional reading level while 60% or more indicates the student is reading at the independent reading level. If the correct replacements are less than 45%, the text is at the reader's frustration level.

Recent reading research suggests modifications of the traditional cloze procedure. Because synonyms may reflect the way in which readers process text, assessors can still gain an appreciation for the degree of comprehension exhibited in the cloze by counting logical replacements. In fact, counting such substitutions would result in an assessment of the degree to which the reader uses semantic and syntactic cues. Another adaptation of the cloze procedure is to delete selected parts of speech rather than every fifth word and to count reasonable responses. With this adaptation, the criterion of 70-80% acceptable replacements equates to the instructional level, 85% equates to an independent level, and 70% or less indicates limited comprehension.

Advantages of the cloze procedure

The cloze procedure is a quick and efficient way to assess the number of children in a classroom. The cloze procedure is helpful in assessing children's abilities to draw on semantic and syntactic (and possibly graphophonic) cues in making predictions about the text and their comprehension abilities.

Disadvantages of the cloze procedure

While performance on a cloze procedure has been shown to correlate well with reading comprehension, it measures only narrow aspects of comprehension. While drawing on semantic and syntactic cues is critical to reading, the extent to which readers draw on background information or read critically cannot be assessed by the cloze procedure. Some students, especially those who can see multiple replacements, find completion of the cloze very frustrating. A cloze procedure may frustrate students who rely heavily on the graphophonic cueing system.

WHAT IS A RETELLING?

After students have read a story, the teacher asks them to retell the story. These retellings are an effective method of assessing students' reading comprehension and can provide more information about a student's comprehension than direct questioning. With retellings, a teacher gains insight into how students construct their own meaning, organize thoughts or memories, and use oral language to express thinking and comprehension. When retellings are used for assessment of comprehension, a standard structure needs to be in place.

Retellings can be considered a valid means of assessing reading when standard procedures have been developed. The procedures are based on initial decisions about the following:

- unprompted or prompted oral retellings?
- narrative or expository readings?
- oral or written retellings?
- scoring with checklists or rubric ratings?

Unprompted (unaided or free) retellings allow a teacher to find out what students know without the support and clues provided by questions. Through this type of retelling, readers indicate what they think is important to remember from the text.

Prompted (aided) retellings often follow the unprompted retelling in the same sitting with students. Prompts from the teacher can be general or specific to the text. Following are examples of general prompts:

- Tell me more about . . . . (name element of story grammar or topic)
- What made this story/topic interesting to you?
- Tell what happened first, next . . .
- What else can you tell me . . .
- Does this remind you of anything else you've read or heard?

Specific prompts refer to elements of the story or topic that students did not cover in an unprompted retelling and are similar to direct questioning.

The general or specific prompts and the scoring procedures are more useful when they have been presented in different ways for narrative or expository readings. The Multi-District Grade 2 Qualitative Reading Inventory study has used differentiated retelling rubrics. (See example following this discussion).

Oral retelling practice can lead to written retellings as presented in Brown and Cambourne (1987). Many districts have taken these ideas and developed oral and written retellings as assessment procedures for evaluation of comprehension development.

A written retelling produces a document that can be examined in detail. Students' written pieces may or may not be more coherent than an oral retelling, since both reading and writing skills are captured in a written retell. Information about students' learning or expressive style can be compared if both techniques are used. Use of written retellings in instruction and assessment can lead to more advanced skill development, especially when students are asked to summarize text. Checklists are often used for both unprompted and prompted oral retellings. They are most often used with fiction and outline details of story grammar (setting, characters, plot, episodes, resolution, sequence). Often a general checklist is created that can be used with any story.

Some checklists are created for specific stories, noting specific story grammar elements. General checklists for expository/nonfiction text are rare. The few created cover issues of text structure (sequence, cause and effect, main idea and details). Checklists for specific nonfiction readings may list important facts, ideas and connections.

Retelling rubrics are used with either narrative or expository text. The rubrics can apply to unprompted or prompted retellings, or in combination. When using a rubric for both, students may attain a rating of 2 for unprompted retelling, but with prompting students may be rated as a 4. The difference between the two ratings provides some diagnostic information regarding students' language and expression of thoughts.

Tape recording followed by a review of oral retellings is an important way for teachers to develop skill and consistency with their use of prompts and their interpretations for scoring. However, even with intensive training and study, no two student retellings are exactly alike, and no retelling can represent a reader's total understanding of what has been read.

Sample Retelling Rubrics[10]

Narrative Retelling Scale:

1) Cannot tell any information about the story, or retells fragments which include several misconceptions.
2) Retells only fragments or details as isolated events. May include some misconceptions.
3) Retells story including several of the major events, most of which are in correct sequential order. May include minor/minimal errors/misconceptions.
4) Retells approximate sequence of events with minor omissions or reversals. Refers to character(s) but generally not other story elements.
5) Retells story using fairly complete sequence of events and some details. Refers to characters, as well as setting, problem and/or resolution. Includes beginning, middle and end of the story.
6) Retells story including complete sequence of events and several details or elaboration. Clarifies characters, setting, problem and resolution.

Expository Retelling Scale:

1) Cannot tell what book/article/chapter/passage is about. Gives a confusing or erroneous retelling. "Correct statements" based solely on information not in text.
2) Names topic and/or retells few isolated facts, limited information, or incomplete fragments. May include some errors or misconceptions.
3) Retells several facts or major events. May include minor errors/misconceptions.
4) Retells most of major facts or events approximately in the order presented with minor omissions or reversals.
5) Retells major facts or events accurately with some integration or some reference to connections/interrelationships (e.g., sequence, cause and effect, etc.).
6) Retells complete set of facts or events accurately with integration or clarification of connections/interrelationships.

---

[10] The retelling rubric was developed in Jefferson County School District by a committee of Title I teachers and a consultant, revised by the scoring team for the Multi-District QRI II Study during the 1997 summer, and may be further revised after analyses are completed.

HOW ARE CHECKLISTS AND RATING SCALES USED?

Checklists should include items, skills, and behaviors that have been deemed as important indicators of the standard, objective, or performance that is being measured. (See a sample of a kindergarten checklist on the following page.) A checklist serves as a reminder of what issues/items need to be observed or evaluated and also provides a structure or place for recording the observation. A completed checklist can be copied and used as a means of communicating a student's performance to others, including the student. The same checklist can be used on multiple occasions, and by using a different color or type of mark, can provide an indication of change over time. (See Kindergarten Checklist on page 38)

There are two limitations of the checklist as an assessment procedure:

(1) If it is too narrow in scope, there may be important behaviors that are not included in the assessment, and, if it is too broad, it may be too long and cumbersome to use effectively.

(2) A checklist generally indicates only the presence or absence of the elements being assessed; it will not provide information about the degree or quality of these elements although degree or quality may be incorporated into the element itself.

A rating scale or a rubric is similar to a checklist, but instead of a yes or no type of response, the person completing the form is called upon to make a judgment about the degree or quality of the element or performance being assessed. Rating scales typically would range from three points to seven, although some may be longer. A five-point scale is probably the most common. The reliability of a rating scale is much better if each point on the scale is clearly defined (that is, the criteria for selecting each value on the rating scale are specified). Thus, a rating of 3 or 4 will mean the same regardless of who did the rating.

Both of these assessment procedures involve teacher judgment. Most teacher judgments can be recorded in one of these two formats. Having some type of structured format for recording and communicating teacher judgment is desirable, probably essential, when teacher judgment is going to be included as part of a body of evidence to assess literacy proficiency. (For samples, see Rhodes.)

KINDERGARTEN CHECKLIST

blank = not assessed IP = in progress P = proficient AP = exceeds proficient

Student Behavior	Assessment Used	Date	Date	Date	Date
Sense of Story					
Is able to listen to a story read aloud					
Gains meaning from pictures & print					
Predicts what might happen next in the story					
Tells simple story with beginning/middle/end					
Retells a known story					
Retells a story that has been read aloud					
Concepts about Print					
Handles books correctly					
Demonstrates directionality of print					
Focuses on word after word in sequence (voice-print match)					
Uses pictures to predict print					
Realizes that print carries meaning					
Phonological/Phonemic Awareness					
Recognizes patterns of sound in oral language					
Recognizes rhyming words					
Demonstrates awareness of words in sentences by counting/tapping words					
Demonstrates syllable awareness in words					
Follows written text when the text is read aloud					
Hears and repeats initial sounds in words					
Letter and Word Recognition					
Knows the letters in their names					
Recognizes own name in print					
Recognizes difference between numerals and letters					
Recognizes difference between lower and upper case letters					
Teacher Writing Dictation (Dictation Task in Rhodes, 1993)					
Shows an interest in writing of dictation					
Knows that language can be written and then read					
Dictates with appropriate pacing so that teacher can write					
Recreates the meaning of the dictation while reading					
Relies on print cues as well as memory to read					
Demonstrates voice-print match					

PART IV: INDIVIDUAL LITERACY PLANS AND DISTRICT LITERACY ACHIEVEMENT PLANS

PART IV: INDIVIDUAL LITERACY PLANS AND DISTRICT LITERACY ACHIEVEMENT PLANS

QUESTIONS AND ANSWERS ABOUT ILPs

When should an ILP be written?
ILPs must be written as soon as it is noted that the student is slipping behind. The law requires ILPs are written for students from kindergarten through third grade. However, students continue on ILPs beyond third grade until they are reading at their designated grade level.

What should be in an ILP?
Even though it is not mandated by the law, it is suggested that the following points be incorporated into ILPs:

- a student profile
- the sources of data that alerted the teacher to a concern
- the results of the various assessments, including the reader's strengths and needs
- a plan of action, including strategies, responsible parties, a reasonable time frame, and a date to review the student's progress

What might a plan of action include?
The plan of action could require tutoring, summer school, extra reading time at home, or after-school work. The plan must match the student and the situation.

Who develops the individual literacy plan?
The school, including an administrator and the teacher, as well as a parent or guardian.

Should the Special Education or the Title I team be responsible for developing ILPs?
Absolutely not! This must be the responsibility of everyone. Special Education and Title I teachers have experience with literacy plans, so they would be excellent resources. However, the job of working with struggling readers is a job that requires help from classroom teachers and parents, as well as others.

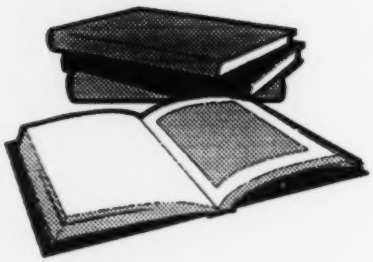
When do the results of ILPs have to be reported?
According to the law, districts must report to CDE the number of students on ILPs after third grade and the number of students who make over two years growth in less than one year.

Are there any models of ILPs?
Many districts are in the process of developing Literacy Achievement Plans which include Individual Literacy Plans. On the next few pages are examples of plans that are being developed. It is important to note that these are all still drafts or **works in progress** that the districts have graciously decided to share.

DISTRICT

LITERACY ACHIEVEMENT

PLANS



*Please Note: This Kindergarten Literacy Checklist is on the new Kindergarten Assessment.

Kindergarten Literacy Checklist

Name _____ Teacher _____

School _____

	Initial Date _____ Yes	No			Final Date _____ Yes	No
Concepts of Print						
•holds book right side up						
•turns pages left to right						
•points to top and bottom of page						
•locates a:						
•picture						
•letter						
•word						
•shows where to begin reading						
•runs finger left to right						
•demonstrates a return finger sweep under words						
Comprehension						
•predicts what might happen next in the story						
•retells most of the story (beginning, end, characters, setting)						
Strategies						
•demonstrates voice/print match						
•gains meaning from pictures						
Skills						
•identifies uppercase letters (85%) 22/26		/26		/26		/26
•identifies lowercase letters (85%) 22/26		/26		/26		/26
•knows consonant sounds (80%) 17/20 (excluding "x" and vowels)		/20		/20		/20
Participation						
•participates in "reading" activities (puppets, big books, finger plays, nursery rhymes, etc.)						

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Grade 1 Literacy Checklist

Name _____ Teacher _____

School _____

Running Record Level (90-94% accuracy on unseen text) See Pacing Chart for acceptable levels.	RRL _____			RRL _____			RRL _____			RRL _____		
	Initial Assessment Date _____			Date _____			Date _____			Final Assessment Date _____		
STRATEGIES	No	Some-times	Yes	No	Some-times	Yes	No	Some-times	Yes	No	Some-times	Yes
•uses voice/print match (For students who do not consistently demonstrate voice/print match on appropriate text, see kindergarten checklist for "Concepts of Print" assessment.)												
•uses pictures to gain information												
•uses sentence structure/word order to gain meaning (syntax)												
•uses knowledge of letters/sounds to figure out unknown words (visual)												
•knows when meaning is lost (meaning)												
•rereads												
•self-corrects												
•reads with fluency on familiar text												
•other:												
COMPREHENSION												
•makes logical predictions prior to reading												
•retells the story at a level 3 on the district running record rubric												
•other:												
SKILLS												
•identifies uppercase letters (100% expected)	/26			/26			/26			/26		
•identifies lowercase letters (100% expected)	/28			/28			/28			/28		
•identifies consonant sounds (100% expected)	/21			/21			/21			/21		
•reads high-frequency Fry words (90-100% expected)	/100			/100			/100			/100		
•other:												

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Grade 2 Literacy Checklist

Name _____

School _____

Teacher _____

Running Record Level

90-94% Accuracy on unseen text
(See Pacing Chart for desirable levels)

	RRL _____			RRL _____			RRL _____			RRL _____		
	Initial Assessment Date _____			Date _____			Date _____			Final Assessment Date _____		
STRATEGIES	No	Some-times	Yes	No	Some-times	Yes	No	Some-times	Yes	No	Some-times	Y-
•uses voice/print match												
•uses pictures to gain information												
•uses sentence structure to gain meaning (syntax - Does it sound like language?)												
•uses knowledge of letters/sounds to figure out unknown words (visual)												
•knows when meaning is lost (meaning)												
•rereads												
•self-corrects												
•uses unknown word strategy												
CONCEPTS OF PRINT												
•uses punctuation to gain meaning (pauses at the end of a sentence, understands use of ? , ! " " ,)												
COMPREHENSION												
•retells the story at a level 3 on the district running record rubric												
•distinguishes between fiction/non-fiction												
•reads with fluency on familiar text												
SKILLS												
•knows 90% of high frequency words (first 200)		/200			/200			/200			/200	
PARTICIPATION/BEHAVIOR												
•chooses to read independently												

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Grade 3 Reading Checklist

Student _____

Teacher _____

School _____

Instructional Reading Level (90-94%):

IRL _____ IRL _____ IRL _____ IRL _____

BG = Below Grade Level G = Grade Level

	Initial Date ____ BG	G	Date ____ BG	G	Date ____ BG	G	Final Date ____ BG	G
CONCEPTS OF PRINT								
•uses punctuation to gain meaning (pauses at the end of a sentence, understands use of ? , ! " " ,)								
COMPREHENSION								
•demonstrates comprehension at various levels*: •literal (recall)								
•applied (uses information)								
•interpretive (makes inferences)								
•makes and confirms predictions*								
•retells accurately*								
•reads critically (fact/opinion)								
SKILLS/STRATEGIES								
•knows 90% of high frequency Fry words from Grade 3 list.								
•uses decoding skills (phonics)								
•uses structural analysis (root words/prefix/suffix)								
•uses a variety of strategies to figure out unknown words*								
FLUENCY								
•reads smoothly*								
•uses expression*								
VARIETY OF MATERIALS								
•chooses books at appropriate level								
•chooses materials appropriate to purpose*								
•reads to learn (in content areas)								
•uses various parts of a book to gather information								

*on report card

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LITERACY ACHIEVEMENT PLAN:
STUDENT PROFILE

Date: _____ School: _____

Student's name: _____

Grade level: _____

Teacher's name: _____

Birth date: _____ Age: _____

Please check (✓) any that apply:

___ second language learner (specify: _____)
___ Title I
___ Special education history (not currently staffed)
___ Learning disabled (specify: _____)
___ CLIP (Collaborative Literacy Intervention Project)
    ___ progressed out - on level
    ___ progressed out - below level
    ___ withdrawn
___ 504 (specify: _____)
___ Other special services (specify: _____)

Additional information:

[1] Name(s) of parent / guardian: _____
Address: _____
Phone: _____ _____

[2] Name(s) of parent / guardian: _____
Address: _____
Phone: _____ _____

Student's length of time in district:

___ 0-2 months ___ 3-6 months ___ 7-9 months
___ 1 year ___ 1-2 years ___ more than 2 years

Student's length of time in current school:

___ 0-2 months ___ 3-6 months ___ 7-9 months
___ 1 year ___ 1-2 years ___ more than 2 years

Entry date: _____

This information was compiled by _____ on _____.

LITERACY ACHIEVEMENT PLAN:
LITERACY PROFILE

Student's name: _____ Date: _____

I. ASSESSMENT RESULTS:

_____ * District Literacy Checklist (attached) for Grade: K 1 2 3

_____ * Colorado State Grade 3 Reading Assessment

Others:

_____ Classroom reading level

_____ Individual Reading Inventory (IRI)

_____ Level Test score

___ other: _____

___ other: _____

* Required by state law.

II. POSSIBLE FACTORS IMPACTING STUDENT LITERACY DEVELOPMENT:

____ Student was never enrolled in preschool
____ Student was enrolled in preschool but did not complete a full year
____ Student completed a year of preschool

____ Student was never enrolled in Kindergarten
____ Student was enrolled in Kindergarten but did not complete a full year
____ Student completed a year of Kindergarten

____ Home language:
____ Family mobility:
____ Family support:
____ Discipline concerns:
____ Goals and results from previous literacy plans:

Attendance is currently a factor in this child's achievement ___ Yes ___ No ___ Possibly

Attendance was previously a factor in this child's achievement ___ Yes ___ No ___ Possibly

Additional comments:

III. ACTION PLAN

___ a. A literacy plan is necessary (end of Grade 3).

___ b. A literacy plan is advisable (Grades K, 1, 2).

___ c. A literacy plan is not advisable.

Summary of rationale for action plan decision:

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LITERACY ACHIEVEMENT PLAN

: ACTION PLAN

Date: _____

Student's name: _____ Grade: _____

Literacy strengths:

Literacy concerns:

Literacy goals:	Strategies / Activities	Who?	How assessed?	Date

The next review of the student's progress will be made: _____(date),

_____(where), by _____(team).

LITERACY ACHIEVEMENT PLAN
CONFERENCE FORM

Literacy Achievement Plans are written in Adams 12 Schools for students who are reading below grade level in primary grades. Literacy plans are required by state law for identified third graders beginning with school year 1998-99. Literacy plans for identified students in grades K-2 are optional, but may be written in order to help focus both attention and resources where they may be needed at an early stage.

The need for a Literacy Achievement Plan is made based on several sources of information: results of the Colorado Grade 3 Reading Assessment*, the District 12 Literacy Checklist*, running records, Level Test results, Individual Reading Inventories, and ongoing teacher observation.

In developing and implementing the student's literacy plan, it must be recognized that each member of the team–student, parent/guardian, teacher, school support staff–has a role to play in creating success. No one part of the team, working alone, can guarantee academic success or improvement. It is our goal that by working together, we can help each student achieve a high level of success in literacy.

* required by state law

Literacy Achievement Plan Conference Checklist

_____ 1. Student profile information has been collected / updated.

_____ 2. Results of student assessments were explained.

_____ 3. Expectations and goals for student growth and achievement were discussed, established, and / or updated for the student.

_____ 4. Specific strategies to meet the goals were established involving:

____ the student ____ the teacher
____ the parent / guardian ____ support staff
____ the school ____ others:

_____ 5. Possible consequences were explained for those students who do not meet grade level proficiency.

_____ 6. A time has been set for monitoring and updating the literacy plan.

_____ _____
Student signature Date

_____ _____
Parent signature Date

_____ _____
Teacher signature Date

_____ _____
Administrator signature Date

_____ _____
Other: Date

_____ _____
Other: Date

LITERACY ACHIEVEMENT PLAN
ACTION PLAN UPDATE

Student's name: _____ Grade:_____ Today's date: _____

Team members present:

____ student _____ (signature)
____ parent/guardian _____ (signature)
____ teacher _____ (signature)
____ administrator _____ (signature)
____ other: _____ (signature)

Previous goals:	Evidence of progress	Met	Partially met	Not met

_____ The student has met all literacy goals, is reading on grade level, and has completed the plan.

_____ The student has not yet completed the literacy achievement plan.

Revised / New goals	Strategies / Activities	Who?	How assessed?	When assessed?
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The next review of the student's progress will be made: _____(date),
_____(where), by _____ (team).

1997-1998 Trial Checklist for Development of Student Individual Literacy Plan "ILP"
To be used in Sep. & May '98-'99 for all students. In addition, a mid-year (JAN.) check on growth is required by the Basic Literacy Act for any student "below level."
This form is to be passed on to the Second Grade Teacher.

Boulder Valley District Grade One Checklist
1997-1998 Trial Year

STUDENT'S NAME_____ ID NUMBER _____
TEACHER_____SCHOOL_____

CHECK: Has student been in Preschool_____HeadStart_____
Colorado PreSchool Program"CPP" _____Child Find_____Special Education _____ English as a Second Language"ESL"_____
Title I_____504 plan _____other special programs_____

If student receives second language or bilingual services, indicate proficiency in English _____

Items below that are in bold print and have a check-off box are designated as K-3 Basic Literacy Act minimum proficiencies. Those items are used to determine if a child would benefit from an ILP.

Indicate language of assessment for each month:
September_____January_____ May _____

	SEPT.	JAN. (if needed)	MAY
CLAY SUBTESTS: (The fall check on the Clay subtests can be done any time August through September)			
Letter Identification	_____ (names & some sounds)	_____ (gives sounds & words)	_____
Dictation (teachers gives from 1-3 students at a time)	_____ (attempt all sentences)	_____	_____ (expect all sentences)
Sight Words	_____ (percent or percentile of Metro/Clay Word List - 20 words)	_____	_____

Running Record Percent of Word Accuracy on Guided Reading Levels:

(September) **LEVEL (C)**_____ (Optional Mid-year) **LEVEL (E)**_____ (May) **LEVEL (H)**_____

Retelling/Comprehension Rubric (from 1 - 6)

LEVEL (C) U:__P:__ **LEVEL (E)** U:__P:__ **LEVEL (H)** U:__P:__

- DRAFT -

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Give Student's Instructional READING LEVEL (90 - 94% Accuracy) if STUDENT READS HIGHER THAN LEVELS as INDICATED ABOVE:

SEPT_____ MAY_____

RETELLING: U:__ P:__ RETELLING: U:__ P:__

Indicate the Title Used: _____ _____

Phonemic/Phonological Awareness Check (Sept, Jan. if needed, May)

IN DEVELOPMENT at this time - will follow what is used currently at Coal Creek

Silent Reading with Written Response (Sept & May only for all)

IN DEVELOPMENT at this time - will follow format used in several performance-based reading and writing assessments that we have previewed - probably will be single-page, short story with 1 open response and 2 closed/choice responses. September item will be primarily picture and temporary spelling response, similar to the SAT-9 assessment used in Title I.

Silent Reading with Cloze (May only)

A set time limit for this item of 5 to 8 passages we create out of books read.

IN DEVELOPMENT at this time - will follow format of Lexile Inventory to show student's ability to comprehend and integrate cuing systems with silent reading - probably 5 to 8 passages. We will create our own passages and report percentage of accuracy

School-site specific Writing Sample (may vary from school to school) ?months?

If a student has not attained ____% of the above indicators by May 15th, indicate suggested procedures below for a student's Individual Literacy Plan (ILP).

Student's Strengths
suggested by classroom teacher

Instructional Strategies & Methods suggested by classroom teacher and may refer to special program documentation, if appropriate

Student's Needs
suggested by classroom teacher

Suggestions for Family Involvement and Summer Activities
suggested by classroom teacher & others

Denver Public Schools
Individual Literacy Profile

Child's Name _____ **Parent/Guardian** _____

Birthdate _____ **ID Number** _____ **ELA (Primary Language)** _____ **LAU Code** _____ **LAS-Level** _____

Special Programs: ____ **Title I** ____**SER** ____**Rdg Recovery** ____ **Sp. Ed.** ___**504** ____**Speech/Lang.** ____ **Other** _____

Attendance Information:

Grade	School	Teacher	Attendance	Comments

Assessment Information:

KINDERGARTEN Scores	End of Year Proficiency	**FIRST GRADE** Scores	End of Year Proficiency	**SECOND GRADE** Scores	End of Year Proficiency	**THIRD GRADE** Scores	End of Year Proficiency
Observation Survey		**DRA**		**DRA**		**DRA**	
CAP _____	10 items	Level_____	Lv 12 - 18	Level_____	Level 24-28	Level_____	Level 34
Letters-UC _____	19 UC letters	Accuracy _____%	≥90%	Accuracy _____%	≥90%	Accuracy _____%	≥90%
Letters-LC _____	17LC letters	Q's correct_____	≥4 Q's	Q's correct _____	≥4 Q's	Q's correct_____	≥4
Wtg Voc _____	4 words			**OR**		**OR**	
Dictation _____	9 sounds	**Observation Survey**		**QRI**		**QRI**	
H.F. Wds _____	5 words	(for students on ILPs)		Level_____	level 2	Level_____	level 3
		CAP_____	20 items	# miscues _____	instructional	# miscues _____	instructional
DRA		Letters UC __	26 UC	Q's correct _____	≥6 Q's	Q's correct _____	≥6 Q's
Level_____	Lv 2	Letters LC __	26 LC				
Accuracy _____%	≥90%	Wtg Voc. ____	30 words	**ITBS** _____		**ITBS** _____	
Q's correct _____	≥3 Q's	Dictation ____	34 sounds				
		H.F. Wds ____	90 words			**CSAP** _____	

Individual Literacy Plan- Record of Progress

Date	Child has met goals?	Child is meeting grade level proficiencies?	Discontinue ILP?	Signature of Parent or Guardian, Teacher, Principal

INDIVIDUAL LITERACY PLAN
CONTINUUM OF READING PROFICIENCIES

	Kindergarten	First Grade	Second Grade	Third Grade
Emergent Reading Behaviors	____ Demonstrates book handling behaviors ____ Knows that print (not picture) carries meaning ____ Demonstrates L to R, top-bottom directionality ____ Demonstrates 1:1 match	____ Reads left page before right ____ Notices details in print (changes in line, word, letter order) ____ Identifies function of period, Q. mark, comma, quotation marks, and exclamation marks		
Phonics and Phonological Awareness	____ Differentiates between letters & numerals ____ Differentiates between uppercase & lowercase letters ____ Recognizes rhyming words ____ Recognizes words with same beginning sound ____ Recognizes name in wtg ____ Writes name ____ Identifies 19 uppercase ltrs ____ Identifies 17 lowercase ltrs ____ Recognizes 5 high frequency words	____ Identifies 26 uppercase ltrs ____ Identifies 26 lowercase ltrs ____ Uses beginning and ending sounds in reading and writing ____ Uses blends (br, st) & digraphs (sh, ch, th, wh) ____ Uses ending chunks (s, ed, er, ing) ____ Uses long vowel sounds in rdg & wtg ____ Uses short vowel sounds in rdg & wtg ____ Uses simple word families (-at, -ake) ____ Identifies 90/100 high frequency words	(In addition to First Grade Phonics strategies) ____ Uses short and long vowel patterns in reading and writing ____ Uses familiar word parts (chunking) to read multisyllable words	(In addition to Second Grade Phonics strategies) ____ Uses root words and structural analysis in reading and writing

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Compre-hension				
	___ Uses pictures to predict text	___ Uses background knowledge	___ Continues to use background knowledge	___ Activates background knowledge for a variety of genres
	___ Retells a simple story	___ Uses title, picture, and context to predict	___ Predicts before and during reading	___ Uses tools of the text, e.g., table of contents
	___ Tells a story with a beginning, middle, and end	___ Uses meaning and phonics to cross check	___ Deals with unknown words • Uses phonics (see above) • Uses pictures and context • Makes meaningful substitutions • Says beginning sound, reads to end of sentence, and rereads to self-correct	___ Adjusts reading rate to text difficulty
	___ Answers explicit questions about a story that has been read aloud	___ Deals with unknown words: • Uses phonics (see above) • Uses picture clues and context • Rereads		___ Skims and scans to locate information
				___ Deals with unknown words efficiently
		___ Self-monitors		___ Asks higher level questions of texts
		___ Self-corrects errors	___ Self-monitors for comprehension on extended text	___ Summarizes fiction and nonfiction orally and in writing
		___ Reads fluently with phrased reading	___ Asks questions of text	___ Answers explicit and implicit questions
		___ Retells story in sequence, with important details	___ Reads fluently with expression when orally reading	___ Chooses books at appropriate level for independent reading
		___ Answers explicit & implicit questions	___ Reads silently with comprehension	___ Makes connections between text and life, or between two texts
			___ Retells story with story elements or main idea and supporting details	___ Reads extended text silently with comprehension
			___ Answers explicit & implicit questions	
			___ Reads a variety of genres	

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JEFFERSON COUNTY PUBLIC SCHOOLS
INDIVIDUAL LEARNING PLAN

This Individual Learning Plan is implemented for the purpose of providing support to the student in attaining grade level expectations for performance in reading. The child's classroom teacher has collected data from a variety of assessments indicating the need for more intensive intervention. This plan will guide the child's progress and will continue until data indicates that performance meets grade level expectations. While this plan is initiated by the classroom teacher, the plan is developed and supported by the parent and school principal as indicated by their signatures.

Student _____ Student # _____ Parent/Guardian _____

Individual Learning Plan Originated

School _____ Teacher _____ date _____
signature

Parent _____ date _____ Principal _____ date _____
signature signature

This plan requires that the student be assessed at lease twice each school year using the Developmental Reading Assessment to determine progress toward grade level performance.

Kindergarten	First Grade	Second Grade	Third Grade
DRA level _____ date _____	DRA level _____ date_____	DRA level _____ date_____	DRA level _____ date_____
teacher _____	teacher _____	teacher _____	teacher _____
DRA level _____ date _____	DRA level _____ date _____	DRA level _____ date _____	**State Reading Assessment**
teacher _____	teacher _____	teacher _____	score _____ date _____

Individual Learning Plan Completed

Date _____ Assessment Administered _____ Score _____

School _____ teacher signature _____

principal signature _____ parent signature _____ date _____

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END OF YEAR GRADE LEVEL TARGETS

The following information provides the basis for grade level performance in reading. Decisions regarding performance must be based on a collection of data **(body of evidence), including the District K-1 Assessment and the Developmental Reading Assessment.**

Student _____

Teachers should initial by each assessment as they determine that the student has met the performance expectation.

Kindergarten	First Grade	Second Grade	Third Grade
• Alphabet 23-26 upper case _____ 23-28 lower case _____ 16-19 letter sounds _____ 16-19 words _____ Emergent reader 3-4 on all subtests _____ • Developmental Reading Test level 2 _____ • Writing 2 on all subsets _____	• DRA level 16-18 _____ • Terra Nova score _____	• DRA level 28 _____ • Terra Nova score _____	• DRA level 38 _____ • Terra Nova score _____ • State Reading Assessment advanced _____ proficient _____ p. proficient _____ unsatisfactory _____
date student completed all targets _____ teacher _____	date student completed all targets _____ teacher _____	date student completed all targets _____ teacher _____	date student completed all targets _____ teacher _____

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Individual Learning Plan - Guide to Instruction

The following plan will be developed and implemented by the classroom teacher with assistance from others as appropriate. The time frame for review and re-write of the plan will be based on student need, and not less than twice each school year. The teacher will indicate which **strategies the student will attain and what teaching strategies will be used to support the learning.**

Student _____ **Date plan initiated** _____ **Date plan reviewed** _____

Reading Strategies	Teaching Strategies	Parent Support	Summary of progress
_____ semantic cues			
_____ syntactic cues			
_____ graphophonics cues			
_____ predictions			
_____ comprehension			
_____ vocabulary			
_____ self monitoring			
_____ fluency			
_____ word choice			
_____ transfer			

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Individual Learning Plan

Student _____ Grade _____ Date plan initiated _____Date plan reviewed _____

Learning Strategies/Goals	Teaching Strategies	Parent Support	Progress/ Assessments administered

Teacher _____ Parent _____ Principal _____
signature signature signature

Individual Learning Plan will be reviewed _____ (date)

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Individual Learning Plan - Goals and Interventions

Student _____ **Grade** _____ **Date Plan initiated** _____ **Date Plan reviewed**_____

Concerns	Goals	Interventions	Outcomes
		_____ Title 1 _____ Success From the Start _____ guided reading _____ peer tutoring _____ home reading reading program _____ after school program _____ books on tape _____ differentiated instruction _____ _____	

Teacher _____ **Parent** _____ **Principal** _____
signature signature signature

Next review _____ (date) Not reviewed (goals completed) _____

Weld County School District 6

Kindergarten Literacy Achievement Profile (LAP)

(Draft, March, 1998)

Name _____ **Teacher** _____

School _____ **Body of Evidence** _____

Standard 1: Students read to understand a variety of materials.

Intended Learning Targets + = at or above grade level – = below grade level	Initial		Final	
	Score	Date	Score	Date
Component 1.1 Apply a variety of comprehension strategies throughout the reading process to gain meaning				
Before Reading				
Demonstrates book handling skills				
Predicts a story using pictures				
Recognizes that print carries meaning				
During Reading				
Demonstrates directionality left to right and top to bottom				
Word matches with written text (by pointing)				
Isolates a letter, word, sentence				
Begins developing sight vocabulary				
Attends to story time				
After Reading				
Confirms/ adjusts predictions				
Questions to expand meaning				
Tells a simple story with a beginning, middle and end				
Retells event details, and sequence				
Participates in teacher led discussion				
Responds to text in a variety of ways				
Component 1.2 Apply a variety of decoding/word recognition and vocabulary development strategies and skills during the reading process.				
Uses patterns of language (rhymes, repeated refrains, songs,etc)				
Knows own name in print				
Knows letters of name in print				
Writes first name				
Identifies upper case letters				
Identifies lower case letters				
Knows letter sound associations				

End of the year status:

At/Above Grade Level _____ Below Grade Level _____

Teacher Signature: _____ **Date:** _____

Comments:

* See Weld County School District 6 K-5 Language Arts Standards/Components and Intended Learnings for additional details and informations.

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Adams County School District #14

INDIVIDUAL LITERACY PLAN
STUDENT PROFILE

School: _____

Student's name: _____ ID # _____

Birthdate: _____ Age: _____ Grade Level: _____

Teachers Name: _____

CURRENT SERVICES PROVIDED

Please check

___ English Second Language (specify): _____

___ Title I

___ I.E.P. (in place)

___ 504 (specify): _____

___ (other special services) specify: _____

Additional Information:

Name(s) of parent/guardian: _____

Address: _____

Phone: _____

- Attendance is currently a factor in this child's achievement ____ yes ____ no
  If yes to above, please complete the following:
- Is Student on Attendance Plan ____ yes ____ no

Student's length of time in district:

____ 0-2 months ____ 3-6 months ____ 7-9 months
____ 1 year ____ 1-2 years ____ more than 2 years

Student's length of time in current school:

____ 0-2 months ____ 3-6 months ____ 7-9 months
____ 1 year ____ 1-2 years ____ more than 2 years

Entry date: _____

ADAMS COUNTY SCHOOL DISTRICT #14

INDIVIDUAL LITERACY PLAN

The following plan will be developed and implemented by the classroom teacher with assistance from others as appropriate. The time frame for review and re-write of the plan will be based on student need, and reviewed not less than twice each school year.

Student _____ **Plan Initiated on:** _____

Literacy Strengths:

Literacy Concerns:
Goal Statement(s):

Reading Strategies	Teaching Strategies	Parent Involvement	Possible Interventions	Progress/assessments administered
___ phonemic awareness ___ phonics ___ semantic cues (meaning) ___ syntatic cues (structure) ___ visual cues ___ predictions ___ comprehension ___ vocabulary ___ self monitoring ___ fluency ___ retell ___ high frequency word list (Fry word list)		Other Staff Involvement	___ Title I ___ guided reading ___ peer tutoring ___ home reading reading program ___ after school program ___ books on tape ___ differentiated instruction ___ C.A.R.E.	

Teacher/Other Staff _____ **Parent/Guardian** _____ **Principal** _____ ____

Next review _____(date) **Not reviewed (goals completed)** _____(date)

ADAMS COUNTY SCHOOL DISTRICT #14

INDIVIDUAL LITERACY PLAN
ACTION PLAN UPDATE

Student's name: _____ Grade: _____ Today's date: _____

Team members present:

____ student _____(signature)
____ parent/guardian _____(signature)
____ teacher _____(signature)
____ administrator _____(signature)
____ other: _____(signature)

Previous Goals • See attached ILP	Evidence of progress	Proficient	Partially Proficient	Unsatisfactory

_____ The student has met all literacy goals, is reading on grade level, and has completed the plan.
_____ The student has not yet completed the individual literacy plan.

Revised/New goals	Strategies/Activities	Person(s) Responsible	Assessment to Be Used	Dates of Assessment

The next review of the student's progress will be made: _____(date),

_____by _____(team).

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ADAMS COUNTY SCHOOL DISTRICT #14

INDIVIDUAL LEARNING PLAN

This Individual Learning Plan (ILP) is implemented for the purpose of providing support to the student in attaining grade level expectations for performance in reading. The child's classroom teacher has collected data from a variety of assessments indicating the need for more intensive intervention. This plan will guide the child's progress and will continue until data indicates that performance meets grade level expectations. While this plan is initiated by the classroom teacher, the plan is developed and supported by the parent and school principal and other staff as needed.

This plan requires that the student assessment be documented.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
DRA level ___ date ___ Literacy checklist _____	DRA level___date_____ Literacy checklist _____ • Running Records _____ _____ _____ _____ _____	DRA level___date_____ OR • IRI _____date _____ • Terra Nova Score _____ • Running Records _____ _____ _____ _____ _____ _____	DRA level ___ date ____ OR • IRI _____date _____ • CSAP Score _____ Advanced _____ Proficient _____ P. Proficient _____ Unsatisfactory _____ • Running Records _____ _____ _____ _____ _____ _____	IRI _____ date _____ • CSAP Score _____ Advanced _____ Proficient _____ P. Proficient_____ Unsatisfactory _____ • Running Records _____ _____ _____ _____ _____ _____	IRI _____ date _____ • Terra Nova Score _____ • Running Records _____ _____ _____ _____ _____

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PART V: GLOSSARY

PART V: GLOSSARY

Authentic text: Written materials that are used in daily living (e.g. literature, content textbooks, bus schedules, letters, and newspapers.)

Body of evidence: A collection of student data which, when seen in its entirety, documents a student's performance level.

CLIP: An acronym for Cooperative Literacy Intervention Program. A modified Reading Recovery Program.

Cloze procedure: A measure of reading comprehension in which the fifth or seventh word in the text is deleted. Students are asked to predict the word that best fits in the blank. Their reading comprehension is based on the quality of their predictions.

Concepts about print: Awareness that print carries a message; that there are conventions of print, such as directionality (left to right, top to bottom); differences between letters and words; spaces between words; distinctions between upper and lower case; and characteristics of a book (such as title, author, front/back).

Cueing systems: Various strategies that readers use to gain meaning from print. The major cueing systems are graphophonics, semantics, and syntax.

Early stage: See stages of reading development.

Emergent stage: See stages of reading development.

Expository text: Text that is non-fiction.

Fluent stage: See stages of reading development.

Frustration reading level: The reading level at which comprehension of text is very low; oral reading lacks fluency; word recognition is less than 90% accuracy; and comprehension is under 70%.

Genre: Type of writing, such as letter, mystery story, poem, report, and so on.

Graphophonics: The cueing system that refers to the sound-symbol relationship; includes phonics.

Guided reading: A method of organizing reading instruction that incorporates teacher modeling and flexible grouping; provides a bridge between shared and independent reading. (See Pinnell in bibliography.)

Independent reading level: A reader is able to comprehend this level of text efficiently and accurately; word recognition independently is 98% accurate; comprehension should be 90% or higher.

Instructional reading level: A reader is able to comprehend text with some support ; text is challenging but not frustrating; word recognition is over 90% and comprehension is over 70% accurate.

Integration of cueing systems: The ability to select and simultaneously use graphophonics, syntax, and semantics to understand text.

Leveled books: A set of books that have been assigned to positions along a gradient or continuum of difficulty.

Literacy: The integration and application of reading, writing, speaking, listening, technological, and mathematical skills to construct meaning, think critically and solve problems. Children, youth, and adults must have these skills to be able to function successfully within community, family, school, and the workplace.

Miscue analysis: A method of gaining insight into a student's thinking by analyzing the errors or deviations from text made during reading.

Narrative text: Text that tells a story.

Onset-rime: Syllables with consonants before the vowel that are often followed by a consonant (examples: wed, tie, time, and rock).

Performance levels: Indications of a student's ability to read and gather information from authentic text of increasing difficulty levels.

Phonemic awareness: Awareness that spoken words are made up of a combination of sounds (phonemes).

Phonics: The relationship between sound and letters.

Phonological awareness: Awareness of the way sounds work within words.

Prior knowledge: Knowledge from previous experience.

Predictable book: A book designed, for children beginning to read, with a familiar plot and set of characters.

Proficiency level: The level of performance that indicates a student is competent at reading and gathering information from authentic text of increasing difficulty levels.

Reading assessment instruments: The means of determining a student's reading proficiency level. For the purposes of this bill, these instruments need to refer to Colorado Content Standards.

Reading readiness: Possessing the prior knowledge that will allow a student to progress through the emergent stage of reading. Reading readiness has been expanded and is now referred to as emergent reading.

Reading comprehension: A process by which readers construct meaning from written communication.

Reading content standards: Statements from Colorado Content Standards focused on reading that define what a student should know and be able to do in order to be proficient in reading.

Retellings: A reading assessment process in which students are asked to restate a story they just read or heard read aloud.

Rubric: A scoring guideline; lists the criteria for different performance levels.

Running record: While a student reads a predetermined text, the teacher keeps track of his reading performance. (For more detail, see Harp, Johnston, or Rhodes in the bibliography.)

Semantics: The cueing system that refers to the meaning of language.

Sense of Story: Understanding that stories have a format, such as beginning, middle and end.

Stages of reading development: There are various approaches to reading development. For the purposes of this document, reading development is viewed through three stages: emergent, early, and fluent. Each stage is briefly described below:

> ***Emergent*** - student is developing concepts about print, learning that text and illustrations convey meaning, and understanding letter-sound relationships.
>
> ***Early*** - student is developing reading strategies and beginning to integrate strategies to gain meaning from print and using visual information (graphophonics and sight words) along with meaning (semantics) and the structure of language (syntax) to read short passages of text that are well supported by pictures;.
>
> ***Fluent*** - student is achieving independence in reading by integrating meaning, structure, and visual graphics to comprehend more complex text, including a variety of written communication (e.g. fiction, non-fiction, poetry).

Story grammar: The essential elements of a story, such as plot, character, setting, and theme.

Syntax: The cueing system that refers to how language is structured; includes word order, punctuation, and grammar.

Voice-print match: The one-to-one match between oral reading and the words of a text (i.e. beginning readers are able to point to each word when spoken).

Word recognition skills: The quick and easy identification of the pronunciation and meaning of a word previously met in print.

PART VI: BIBLIOGRAPHY

PART VI: BIBLIOGRAPHY

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APPENDIX A: AN ACT - HOUSE BILL 96-1139 THE COLORADO BASIC LITERACY ACT

The following is the official version of House Bill 96-1139
as found in the Colorado School Laws 1997 handbook
(page 104, Section 22-7-501 through 505).

COLORADO BASIC LITERACY ACT

22-7-501. Short Title.

This part 5 shall be known and may be cited as the "Colorado Basic Literacy Act".

22-7-502. Legislative declaration.

The general assembly hereby finds and declares that all pupils can succeed in school if they have the basic skills in reading and writing that are appropriate for their grade levels. The general assembly further finds and declares that, for success in school, reading is the most important skill, closely followed by writing and mathematics. Accordingly, it is the obligation of the general assembly, the department of education, school districts, schools, educators, and parents or legal guardians to provide pupils with the literacy skills essential for success in school and life. It is the intent of the general assembly that, after completion of the third grade, no pupil may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.

22-7-503. Definitions.

As used in this part 5, unless the context otherwise requires:

(1) "Individual literacy plan" means an individual literacy plan formulated for a pupil pursuant to section 22-7-504 (3).

(2) "School district" means a school district organized pursuant to law.

(3) "State board" means the state board of education.

22-7-504. Pupil assessments - individual literacy plans.

(1) The state board shall determine the satisfactory reading readiness level for kindergarten pupils and literacy and reading comprehension levels for pupils in first, second, and third grades. No later than December 1, 1997, the state board shall, after consultation with the state standards and assessments development and implementation council created in section 22-7-404, approve and identify to each school district instruments for assessing the reading readiness of each pupil in kindergarten and the literacy and reading comprehension level of each pupil in first, second, or third grade. The state board shall promulgate rules to permit exceptions to the retention of pupils in third grade pursuant to paragraph (a) of subsection (5) of this section in cases that have special circumstances.

(2) Using the assessment instruments approved and identified by the state board pursuant to subsection (1) of this section, and beginning no later than the 1998-99 school year, each school district shall annually assess the reading readiness or literacy and reading comprehension level of each pupil enrolled in kindergarten or first, second, or third grade. The assessment may be done in conjunction with assessments of the pupil's performance on the reading content standard pursuant to part 4 of this article.

22-7-504. Pupil assessments - individual literacy plans (ILPs cont.)

(3) If a pupil's reading readiness or literacy and reading comprehension, as measured by the assessment, is below the level established by the state board for pupils at that grade, the pupil's school administration shall formulate an individual literacy plan for the pupil. For compliance with this section, a literacy plan may be incorporated into the individual education plan for special education students. The plan shall include, but need not be limited to, the following:

(a) Sufficient in-school instructional time for the development of the pupil's reading readiness or literacy and reading comprehension skills;

(b) An agreement by the pupil's parents or legal guardian to implement a home reading program to support and coordinate with the school; and

(c) If necessary, placement of the pupil in a summer reading tutorial program.

(4) The school district shall reassess each pupil's progress in the individual literacy plan each semester. The plan shall continue until the pupil is reading at or above grade level.

(5) (a) In no case shall a school district permit a pupil to pass from the third grade to the fourth grade for reading classes unless the pupil is assessed as reading at or above the reading comprehension level established by the state board.

(b) Paragraph (a) of this subsection (5) does not apply to children with disabilities, as defined in section 22-20-103 (1.5), when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.

(c) Notwithstanding the provisions of paragraph (a) of this subsection (5), a school district may allow a pupil to pass from the third grade to the fourth grade under rules promulgated by the state board pursuant to subsection (1) of this section.

(6) The resource bank, created pursuant to section 22-7-406 (5), shall include in its model programs of instruction reading readiness, literacy, and reading comprehension programs collected from school districts and organizations in the state and throughout the nation that have been proven to be successful. A school district may request technical assistance from the state board and the department of education in selecting and adapting a literacy program in the resource bank for use in the school district.

22-7-505. School district responsibilities and incentives.

(1) Each school district shall annually report to the department of education:

(a) The number and percentage of pupils enrolled in the third grade in the school district who read at or above the third grade level;

(b) The number and percentage of pupils enrolled in the school district who chave an individual literacy plan;

(c) The number and percentage of pupils enrolled in the school district who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

An Act

HOUSE BILL 96-1139

BY REPRESENTATIVES Anderson, Berry, Dean, Epps, Hagedorn, Kerns, Lamborn, Lamm, Leyba, Nichol, Schwarz, Sullivan, and Swenson; also SENATORS Meiklejohn, Johnson, Norton, R. Powers, Tanner, Tebedo, and Wham.

CONCERNING THE LITERACY SKILLS OF PUPILS IN KINDERGARTEN THROUGH THE THIRD GRADE.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Article 53 of title 22, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW PART to read:

PART 6
COLORADO BASIC LITERACY ACT

22-53-601. **Short title.** THIS PART 6 SHALL BE KNOWN AND MAY BE CITED AS THE "COLORADO BASIC LITERACY ACT".

22-53-602. **Legislative declaration.** THE GENERAL ASSEMBLY HEREBY FINDS AND DECLARES THAT ALL PUPILS CAN SUCCEED IN SCHOOL IF THEY HAVE THE BASIC SKILLS IN READING AND WRITING THAT ARE APPROPRIATE FOR THEIR GRADE LEVELS. THE GENERAL ASSEMBLY FURTHER FINDS AND DECLARES THAT, FOR SUCCESS IN SCHOOL, READING IS THE MOST IMPORTANT SKILL, CLOSELY FOLLOWED BY WRITING AND MATHEMATICS. ACCORDINGLY, IT IS THE OBLIGATION OF THE GENERAL ASSEMBLY, THE DEPARTMENT OF EDUCATION, SCHOOL DISTRICTS, SCHOOLS, EDUCATORS, AND PARENTS OR LEGAL GUARDIANS TO PROVIDE PUPILS WITH THE LITERACY SKILLS ESSENTIAL FOR SUCCESS IN SCHOOL AND LIFE. IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT, AFTER COMPLETION OF THE THIRD GRADE, NO PUPIL MAY BE PLACED AT A GRADE LEVEL OR OTHER LEVEL OF

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

SCHOOLING THAT REQUIRES LITERACY SKILLS NOT YET ACQUIRED BY THE PUPIL.

22-53-603. Definitions. AS USED IN THIS PART 6, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "INDIVIDUAL LITERACY PLAN" MEANS AN INDIVIDUAL LITERACY PLAN FORMULATED FOR A PUPIL PURSUANT TO SECTION 22-53-604 (3).

(2) "SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT ORGANIZED PURSUANT TO LAW.

(3) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION.

22-53-604. Pupil assessments - individual literacy plans. (1) THE STATE BOARD SHALL DETERMINE THE SATISFACTORY READING READINESS LEVEL FOR KINDERGARTEN PUPILS AND LITERACY AND READING COMPREHENSION LEVELS FOR PUPILS IN FIRST, SECOND, AND THIRD GRADES. NO LATER THAN DECEMBER 1, 1997, THE STATE BOARD SHALL, AFTER CONSULTATION WITH THE STATE STANDARDS AND ASSESSMENTS DEVELOPMENT AND IMPLEMENTATION COUNCIL CREATED IN SECTION 22-53-404, APPROVE AND IDENTIFY TO EACH SCHOOL DISTRICT INSTRUMENTS FOR ASSESSING THE READING READINESS OF EACH PUPIL IN KINDERGARTEN AND THE LITERACY AND READING COMPREHENSION LEVEL OF EACH PUPIL IN FIRST, SECOND, OR THIRD GRADE. THE STATE BOARD SHALL PROMULGATE RULES TO PERMIT EXCEPTIONS TO THE RETENTION OF PUPILS IN THIRD GRADE PURSUANT TO PARAGRAPH (a) OF SUBSECTION (5) OF THIS SECTION IN CASES THAT HAVE SPECIAL CIRCUMSTANCES.

(2) USING THE ASSESSMENT INSTRUMENTS APPROVED AND IDENTIFIED BY THE STATE BOARD PURSUANT TO SUBSECTION (1) OF THIS SECTION, AND BEGINNING NO LATER THAN THE 1998-99 SCHOOL YEAR, EACH SCHOOL DISTRICT SHALL ANNUALLY ASSESS THE READING READINESS OR LITERACY AND READING COMPREHENSION LEVEL OF EACH PUPIL ENROLLED IN KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE. THE ASSESSMENT MAY BE DONE IN CONJUNCTION WITH ASSESSMENTS OF THE PUPIL'S PERFORMANCE ON THE READING CONTENT STANDARD PURSUANT TO PART 4 OF THIS ARTICLE.

(3) IF A PUPIL'S READING READINESS OR LITERACY AND READING COMPREHENSION, AS MEASURED BY THE ASSESSMENT, IS BELOW THE LEVEL ESTABLISHED BY THE STATE BOARD FOR PUPILS AT THAT GRADE, THE PUPIL'S PARENTS OR LEGAL GUARDIAN AND TEACHER AND THE SCHOOL ADMINISTRATION SHALL FORMULATE AN INDIVIDUAL LITERACY PLAN FOR THE PUPIL. FOR COMPLIANCE WITH THIS SECTION, A LITERACY PLAN MAY BE INCORPORATED INTO THE INDIVIDUAL EDUCATION PLAN FOR SPECIAL EDUCATION STUDENTS. THE PLAN SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, THE FOLLOWING:

(a) SUFFICIENT IN-SCHOOL INSTRUCTIONAL TIME FOR THE DEVELOPMENT OF THE PUPIL'S READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS;

(b) AN AGREEMENT BY THE PUPIL'S PARENTS OR LEGAL GUARDIAN TO IMPLEMENT A HOME READING PROGRAM TO SUPPORT AND COORDINATE WITH

THE SCHOOL; AND

(c) IF NECESSARY, PLACEMENT OF THE PUPIL IN A SUMMER READING TUTORIAL PROGRAM.

(4) THE SCHOOL DISTRICT SHALL REASSESS EACH PUPIL'S PROGRESS IN THE INDIVIDUAL LITERACY PLAN EACH SEMESTER. THE PLAN SHALL CONTINUE UNTIL THE PUPIL IS READING AT OR ABOVE GRADE LEVEL.

(5) (a) IN NO CASE SHALL A SCHOOL DISTRICT PERMIT A PUPIL TO PASS FROM THE THIRD GRADE TO THE FOURTH GRADE FOR READING CLASSES UNLESS THE PUPIL IS ASSESSED AS READING AT OR ABOVE THE READING COMPREHENSION LEVEL ESTABLISHED BY THE STATE BOARD.

(b) PARAGRAPH (a) OF THIS SUBSECTION (5) DOES NOT APPLY TO CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103 (1.5), WHEN THE DISABILITY IS A SUBSTANTIAL CAUSE FOR A PUPIL'S INABILITY TO READ AND COMPREHEND AT GRADE LEVEL.

(c) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF THIS SUBSECTION (5), A SCHOOL DISTRICT MAY ALLOW A PUPIL TO PASS FROM THE THIRD GRADE TO THE FOURTH GRADE UNDER RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SUBSECTION (1) OF THIS SECTION.

(6) THE RESOURCE BANK, CREATED PURSUANT TO SECTION 22-53-406 (5), SHALL INCLUDE IN ITS MODEL PROGRAMS OF INSTRUCTION READING READINESS, LITERACY, AND READING COMPREHENSION PROGRAMS COLLECTED FROM SCHOOL DISTRICTS AND ORGANIZATIONS IN THE STATE AND THROUGHOUT THE NATION THAT HAVE BEEN PROVEN TO BE SUCCESSFUL. A SCHOOL DISTRICT MAY REQUEST TECHNICAL ASSISTANCE FROM THE STATE BOARD AND THE DEPARTMENT OF EDUCATION IN SELECTING AND ADAPTING A LITERACY PROGRAM IN THE RESOURCE BANK FOR USE IN THE SCHOOL DISTRICT.

22-53-605. School district responsibilities and incentives. (1) EACH SCHOOL DISTRICT SHALL ANNUALLY REPORT TO THE DEPARTMENT OF EDUCATION:

(a) THE NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN THE THIRD GRADE IN THE SCHOOL DISTRICT WHO READ AT OR ABOVE THE THIRD GRADE LEVEL;

(b) THE NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN THE SCHOOL DISTRICT WHO HAVE AN INDIVIDUAL LITERACY PLAN;

(c) THE NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN THE SCHOOL DISTRICT WHO HAVE INCREASED THEIR LITERACY AND READING COMPREHENSION LEVELS BY TWO OR MORE GRADES DURING ONE YEAR OF INSTRUCTION.

SECTION 2. 22-53-208, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-53-208. Excellent schools program - repeal. (1.5) THE PROGRAM SHALL INCLUDE AMONG ITS CRITERIA FOR JUDGING SCHOOL

EXCELLENCE THE DATA DESCRIBED IN SECTION 22-53-605 (1) (a) AND (1) (c).

SECTION 3. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Charles E. Berry
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Tom Norton
PRESIDENT OF
THE SENATE

Judith M. Rodrigue
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

Joan M. Albi
SECRETARY OF
THE SENATE

APPROVED April 22, 1996 at 1:15 P.M.

Roy Romer
GOVERNOR OF THE STATE OF COLORADO

APPENDIX B: RULES FOR THE ADMINISTRATION OF THE COLORADO BASIC LITERACY ACT

Colorado State Board of Education
Department of Education

1 Colorado Code of Regulations 301-42

Date Adopted:

Attorney General Opinion:

RULES FOR THE ADMINISTRATION OF COLORADO BASIC LITERACY ACT

Statement of Basis and Purpose:

The statutory basis for these Rules is found in the Colorado Revised Statutes 22-2-106(1)(a) and (c) and 22-53-601, 22-53-602, 22-53-604, 22-53-605, and 22-53-208. These Rules establish the standards and criteria for the assessment of literacy in all students Kindergarten through third grades. The Act calls for the State Board of Education to determine the reading readiness level for Kindergarten pupils and literacy and reading comprehension levels for pupils in first, second and third grades; approve and identify to each school district instruments for assessing the reading comprehension of each pupil in first, second and third grades; and promulgate rules to permit exceptions to the retention of pupils in third grade reading class.

0.01 The Basic Purposes of the Colorado Basic Literacy Act

- To provide a process for the State Board to fulfill its constitutional responsibility for supervising the public schools of the State.
- To provide pupils with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in Kindergarten through third grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are adequately prepared to meet Colorado's 4th Grade Reading Standards and Benchmarks as stated in H.B. 93-1313.

0.02 Introduction

These rules describe the requirements for implementing the Colorado Basic Literacy Act. The first part defines terms used throughout this document. The second part specifies procedures necessary to implement the Colorado Basic Literacy Act. The third section states the criteria for selection of reading assessment instruments. The fourth section lists the exceptions to the law.

1.00 Definitions:

1.01 *All students:* Every student regardless of gender, socio-economic level; disadvantaged status; racial, ethnic, or cultural background; exceptional abilities or disabilities; or limited English proficiency. (For clarification on implementation of the Rules, refer to Section 4.)

1.02 *Authentic text:* Written materials that are used in daily living (e.g. literature, content textbooks, bus schedules, letters, newspapers.)

1.03 *Body of evidence:* A collection of data about a student which, when seen in its entirety, documents a student's performance level.

1.04 *Concepts about print:* Awareness that print carries a message; that there are conventions of print, such as directionality (left to right, top to bottom); differences between letters and words; spaces between words; distinctions between upper and lower case; and characteristics of a book (such as, title, author, front/back).

1.05 *Cueing systems:* Various strategies that readers use to gain meaning from print. The major cueing systems are graphophonics, semantics, and syntax.

1.06 *Early reading:* See stages of reading development.

1.07 *Emergent reading:* See stages of reading development.

1.08 *Fluent reading:* See stages of reading development.

1.09 *Graphophonics:* The cueing system that refers to the sound-symbol relationship. Phonics is a part of graphophonics.

1.10 *Integration of cueing systems:* The ability to select and simultaneously use graphophonics, syntax, and semantics to understand text.

1.11 *Performance levels:* Indications of a student's ability to read and gather information from authentic text of increasing difficulty levels.

1.12 *Phonemic awareness:* Awareness that spoken words are made up of a combination of sounds (phonemes).

1.13 *Prior knowledge:* Knowledge that stems from previous experience.

1.14 *Phonological awareness:* Awareness of sounds and the way they work within words.

1.15 *Proficiency level:* The level of performance that indicates a student is competent at reading and gathering information from authentic text of increasing difficulty levels.

1.16 *Reading assessment instruments:* The means of determining a student's reading performance level. For the purposes of this Bill, these instruments need to refer to Colorado Content Standards that focus on reading.

1.17 *Reading readiness:* Possessing the prior knowledge that will allow a student to progress through the emergent stage of reading. Reading readiness has been expanded and is now referred to as emergent reading.

1.18 *Reading comprehension:* A process by which the reader constructs meaning from written communication.

1.19 *Reading content standards:* Statements from Colorado Content Standards focused on reading that define what a student should know and be able to do in order to be proficient in reading.

1.20 *Semantics:* The cueing system that refers to the meaning of language.

1.21 *Sense of story:* Understanding that stories have a format, such as beginning, middle, and end.

1.22 *Stages of reading development:* There are various approaches to reading development. For the purposes of this document, reading development is viewed through five stages: emergent, emergent/early, early, early/fluent, and fluent. These stages are not clear cut nor distinct. At any time, a reader may show competence in a more advanced stage. Each stage is briefly described below:
Emergent: student is developing concepts about print, learning that text and illustrations convey meaning, and understanding letter-sound relationships.
Emergent/early: a transitional stage in which the student is beginning to display some signs of an early reader.
Early: student is developing reading strategies and beginning to integrate strategies to gain meaning from print and using visual information (graphophonics and sight words) along with meaning

(semantics) and the structure of language (syntax) to read short passages of text that are well supported by pictures;
Early/fluent: a transitional stage in which the student has developed the reading strategies of the early reader and is beginning to show signs of the fluent reader;;
Fluent: the student is achieving independence in reading by integrating meaning, structure, and visual graphics to comprehend more complex text, including a variety of written communication (e.g. fiction, non-fiction, poetry).

1.23 *Syntax:* The cueing system that refers to how language is structured. Syntax includes word order, punctuation, and grammar.

1.24 *Voice-print match:* The one-to-one match between oral reading and the words of a text (i.e. beginning readers are able to point to each word when spoken).

1.25 *Word recognition skills:* The quick and easy identification of the pronunciation and meaning of a word previously met in print.

2.0 Proficiency levels

Learning to read develops over time as a result of quality instruction and appropriate practice. Thus, the levels of proficiency must match stages of reading development and be aligned to Colorado Model Content Standards. As a result, continuity in literacy instruction is maintained from Kindergarten through third grade.

2.01 Kindergarten proficiency

2.01(1) By the end of Kindergarten, students will be emergent readers with a foundation of reading strategies that prepare them for reading at higher levels. This requires knowing:

2.01(1)(a) A sense of story that shall include, but not necessarily be limited to, students being able to do the following:

2.01(1)(a)(i) Tell a simple story with a beginning, middle, and end;

2.01(1)(a)(ii) Retell a known story in sequence.

2.01(1)(b) Concepts about print that shall include, but not necessarily be limited to, students being able to do the following:

2.01(1)(b)(i) Handle books correctly;

2.01(1)(b)(ii) Understand directionality of print;

2.01(1)(b)(iii) Focus on word after word in sequence (voice-print match);

2.01(1)(b)(iv) Use pictures to predict print;

2.01(1)(b)(v) Realize that print carries meaning.

2.01(1)(c) Phonological and phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:

2.01(1)(c)(i) Recognize patterns of sound in oral language (i.e., rhyming words);

2.01(1)(c)(ii) Follow written text when the text is read aloud;

2.01(1)(c)(iii) Hear and repeat intial sounds in words.

2.01(1)(d) Some letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

2.01(1)(d)(i) Know letters in their names;

2.01(1)(d)(ii) Recognize own name in print;

2.01(1)(d)(ii)(iii) Recognize the differences between numerals and letters;

2.01(1)(d)(iii)(iv) Recognize the difference between lower and upper case letters.

2.02 First grade proficiency

By the end of first grade, students will be emergent/early readers with reading strategies used to gain meaning from print at the first grade level. These strategies will prepare them for reading at higher levels. This requires:

2.02(1)(a) An understanding of text that shall include, but not necessarily be limited to, students being able to do the following:

2.02(1)(a)(i) Use pictures to check meaning;

2.02(1)(a)(ii) Use prior knowledge to comprehend text;

2.02(1)(a)(iii) Retell in a logical, sequential order including some detail and inference;

2.02(1)(a)(iv) Make logical predictions;

2.02(1)(a)(v) Monitor reading to make sure the message makes sense.

2.02(1)(b) An integration of the cueing systems -- graphophonics, syntax, and semantics --that shall include, but not necessarily be limited to, students being able to do the following:

2.02(1)(b)(i) Recognize letters and know sound-symbol relationships (graphophonics);

2.02(1)(b)(ii) Use the word attack skill of letter-sound relationships when reading (graphophonics);

2.02(1)(b)(iii) Use sentence structure and word order to predict meaning (syntax);

2.02(1)(b)(iv) Use background knowledge and context to construct meaning (semantics).

2.03 Second grade proficiency

2.03(1) By the end of second grade, students will be early/fluent readers with strategies used independently to gain meaning from print at the second grade level. These strategies will prepare them for reading at higher levels. This requires:

2.03(1)(a) An understanding of texts that shall include, but not necessarily be limited to, students being able to do the following:

2.03(1)(a)(i) Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text;

2.03(1)(a)(ii) Use a variety of comprehension strategies before, during, and after reading.

2.03(1)(b) An integration of cueing systems while reading a wider variety of increasingly difficult text that shall include, but not necessarily be limited to, students being able to do the following:

2.03(1)(b)(i) Use word attack skills to read new and unfamiliar words (graphophonics);

2.03(1)(b)(ii) Use sentence structure, paragraph structure, and word order to predict meaning (syntax);

2.03(1)(b)(iii) Use and integrate background knowledge, experience, and context to construct meaning (semantics).

2.04 Third grade proficiency

2.04(1) By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

2.04(1)(a) An understanding of the text that shall include, but not necessarily be limited to, students being able to do the following:

2.04(1)(a)(i) Adjust reading pace to accommodate purpose, style, and difficulty of material;

2.04(1)(a)(ii) Summarize text passages;

2.04(1)(a)(iii) Apply information and make connections from reading.

2.04(1)(b) An integration of cueing systems that shall include, but not necessarily be limited to, students being able to do the following:

2.04(1)(b)(i) Apply word attack skills to read new and unfamiliar words (graphophonics);

2.04(1)(b)(ii) Use sentence structure, paragraph structure, text organization, and word order (syntax);

2.04(1)(b)(iii) Use and apply background, experience, and context to construct a variety of meanings over developmentally appropriate complex texts (semantics);

2.04(1)(b)(iv) Use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics).

3.0 Assessment Instruments

3.01 Reading assessment must reflect the stages and complexity of reading development (e.g. emergent, early, fluent). Assessment also must inform reading instruction, provide information about student growth, and yield information about students' reading in relationship to the proficiency levels as defined in 2.0. The referents for comparison are the Colorado content standards that focus on reading, and all assessments relate to those standards.

3.02 The purposes of assessment required for this Bill fall in three categories: to identify who needs to be placed on an Individual Literacy Plan, to monitor progress of students who are on Individual Literacy Plans, and to assess proficiency level at the end of grade three.

3.03 Instruments for assessing the reading readiness of emergent readers (K-1) and the reading comprehension levels of early readers (grades 1-2) and fluent readers (grades 2-3) will reflect the complexity of reading as defined by the following criteria. Assessments must:

3.03(1) Align with local content standards that meet or exceed the Colorado standards for reading;

3.03(2) Align with the K-3 reading performance descriptions as defined in 2.0;

3.03(3) Include multiple measures over time that constitute a body of evidence regarding students' reading performance;

3.03(4) Include a variety of authentic text structures, response formats, and administrative procedures (individual, small group, whole group);

3.04 Along with meeting the criteria stipulated in 3.03, districts must select valid and reliable instruments that assess students' reading performance at the end of third grade that meet the following requirements:

3.04(1) Can be compared across schools and districts;

3.04(2) Yield information about student performance level that can be summarized and aggregated for reporting;

3.04(3) Are among the instruments approved by the State Board of Education.

3.05 The school district has the responsibility to determine that their selected instruments meet the above criteria.

4.0 Exceptions

4.01 As mandated by 22-53-604(5)(a), students continue with reading instruction in the fourth grade reading class when they are reading at or above the reading proficiency level described in 2.04. Those students reading below the proficiency level described in 2.04 will continue to receive intensive grade reading instruction as described in their Individual Literacy Plan and designed to enable them to meet

or exceed third grade reading proficiency, except for the following:

4.01(1) As stated in 22-53-604(5)(b), children with disabilities, as defined in section 22-20-103(1.5) when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.

4.02 As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English.